



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Caliber: Beta Academy	Tim Pruitt & Andrew Grossman, School Leaders	info@caliberbetaacademy.org (510) 685-9886

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

West Contra Costa County is a large, K-12 urban district that serves 32,143 students in 2019-20. Caliber: Beta Academy is a public, non-profit, non-selective charter school in Richmond, CA. Beta features a program serving students in grades TK-4 (“Beta Lower”) and a program serving students in grades 5-8 (“Beta Upper”). Beta is operated by Caliber Schools (“Caliber”), a public, non-profit charter management organization that also operates a charter school in Vallejo, CA. Beta currently serves 861 students in Transitional Kindergarten to 8th grade. 77% of our students qualify for free or reduced lunch, and 25% of our students are identified as English Learners. Enrollment also includes 11% of students designated as students with special needs holding an Individual Education Plan.

Caliber’s Mission is to achieve educational equity by shifting the experiences, expectations and outcomes for students in historically underserved communities. Our strengths-based educational program validates, affirms, respects and supports students, families and staff members to reach their full potential. At Caliber Schools, we will establish a safe and supportive environment (HEART) so that students can engage in rigorous learning (SMART) and develop the skill set to be critical thinkers (THINK) who then become agents of change in their communities and world (ACT).

We believe the COVID-19 school closures presented the opportunity to elevate the many assets key stakeholders bring to the Caliber Community. Our goal is to leverage those assets to build-capacity across Caliber Public Schools. We do this by learning more about what our key stakeholders have been able to contribute during school closures, and what capacities still need to be built to better serve students in each scenario.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Stakeholder input and engagement has been essential for the development of Caliber's 2020-2021 school year plans. A cross functional working group composed of instructional and operational leaders from each of Caliber's schools and its School Support Organization developed plans for the 2020-2021 school year. These plans have been informed by multiple rounds of surveys of Caliber's families and staff, virtual Public Meetings with Caliber's families and staff, input provided by Caliber's Board of Directors, and discussions with other charter, District, education, and public health experts in the community.

Family and Staff Surveys

We administered multiple family and staff surveys to solicit feedback on our plans for the 2020-2021 school year. These surveys were administered through Google forms and were accessible through web browsers and mobile devices. Furthermore, they were available in both English and Spanish, so that family members who speak Spanish were able to provide their input. The first round of family and staff surveys were administered from 5/25 - 5/27. Beta received 269 family responses and 49 staff responses. The survey asked questions about the current needs of our families and staff. It also asked respondents to reflect on the successes and challenges of distance learning in the spring to inform our planning going forward. The second round of family and staff surveys were administered from 6/24 to 7/16. Beta received 269 family responses and 53 staff responses. This survey was designed to get more detailed feedback regarding three scenarios including: 1) remaining in a distance learning mode, 2) returning to campus on a full-time basis, and 3) returning to campus on a split/hybrid schedule basis.

Virtual Public Meetings

Caliber Schools has held virtual Public Meetings with families and staff. There were separate Public Meetings held in English and Spanish, so that community members who speak Spanish were able to provide their input. The meetings were held through Zoom's webinar platform and included a telephone dial-in number, so that individuals who do not have an internet connection would be able to participate in the Public Meeting over the phone. These sessions were also recorded and the materials were made available on the school website. The program ThoughtExchange was used to gather feedback in order to construct a Frequently Asked Questions email sharing their thoughts, our responses, and how our plan to apply the feedback.

Family Public Meeting - English on 7/21 from 6:00 - 7:00 pm

Family Public Meeting - Spanish on 7/21 from 7:30 - 8:30 pm

Staff Public Meeting on 7/23 from 4:00 - 5:00 pm

Caliber Beta Academy then ran a second round of feedback sessions specific to this plan on August 19. This hour and half session had multiple break out rooms in English and Spanish to gather input on the specifics of this plan and document.

Additionally, during our Distance Learning family orientations there were opportunities for Family Input and Feedback. These sessions were held various dates with recordings shared with families after the meetings

August 12- Tk-4 English 6:00-7:00 pm

August 13- Tk-4 English 1:00-2:00 pm

August 13- Tk-4 Spanish 6:00-7:00 pm

August 14- Tk-4 Spanish 1:00-2:00 pm

Family and Staff Working Groups

During late July we had a series of meetings of a Family and Staff Advisory group to gather feedback on what had been successful in distance learning at the end of the 2019-2020 school year and to gather input on the development of our plan for in person and distance school for the 2020-2021 school year. This group was made up of 16 staff members and 5 parents.

[A description of the options provided for remote participation in public meetings and public hearings.]

The public meetings and other public hearings are held through Zoom's webinar platform and include a telephone dial-in number, so individuals who do not have an internet connection are able to participate in the public meeting over the phone. These sessions are also recorded and the materials are made available on the school website. The program ThoughtExchange has been used to gather feedback in order to construct a Frequently Asked Questions document. Caliber has also set up and shared an email account where stakeholders can share suggestions (CovidResponse@caliberschools.org).

[A summary of the feedback provided by specific stakeholder groups.]

During our numerous family surveys and meetings, we heard a number of themes, particularly when it came to our distance learning plan. Overall our families were appreciative of the work we had done in the Spring, particularly the continued academic and social emotional support that was provided and the assistance with distribution of Chromebooks and Hotspots, although having continued access in the Fall was a concern seen in our data. In addition, our families, particularly in the lower grades advocated for more synchronous learning opportunities, particularly in small group settings. In addition to feeling that this would give more academic rigor, it also provided a time for students to interact, which was another important theme. Families continually said that building relationships with both peers and with teachers was of the utmost importance. Lastly, families expressed a desire to be given more information about what their students were working on and how they were performing.

In addition, our surveys gave us information about concerns and desires for any return to campus. We saw a desire for Split schedules to be split by day with students coming two days to campus in a row rather than being one week on and one week off or alternating days. We also saw a strong desire for thorough sanitation of campus as part of our plan.

Teachers and staff were crucial partners in developing our approaches to distance learning. Our conversations with staff helped identify themes for support and distance learning. Staff acknowledged the need for additional planning time to construct lessons that were engaging, rigorous, and fit for a distance learning environment. This included identifying additional resources and tools to help plan for executing lessons in a distance learning environment, training on effective virtual facilitation, and training on supporting Social Emotional needs in a distance learning environment.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Feedback had a major influence in both our Split Schedule and Distance Learning programs for the 2020-2021 school year.

In distance learning plan, we built in more synchronous learning time into our schedule, particularly in the younger grades who have between 3 and 4 live whole group sessions a day and 2-3 small group sessions. In the Upper School (5-8th) students have live lessons in all subjects. We also emphasized relationship building with an increased focus on our Circle and Advisory programs, as well as initiating and building in time in our teacher's schedule for regular phone call check ins. We have also increased our information sharing with families, extending the practice of weekly progress reports utilized by Upper Campus throughout the entire school. These reports give families information on students' academic, behavioral and attendance progress.

Our split/hybrid model also reflects family feedback. The plan has students visiting campus on either Monday/Tuesday or Wednesday/Thursday. The plan also outlines the sanitizing and screening processes that will be put in place both as best practice and to address feedback from families.

The distance learning plan reflects feedback from teachers and staff through the design of the daily schedule and the training and resources provided to prepare for the virtual classroom experience. Both the lower and upper school modified the daily schedule to provide additional planning and collaborative time for teachers and staff. This time was designed to give teachers and staff the opportunity to prepare for their lessons in conjunction with their peers during the school day and have time built in for contacting and building relationships with families. Additionally, both schools restructured their summer training with increased emphasis on the best practices, resources, and supports needed to effectively lead virtual instruction. This shift included researching, vetting, and adopting new or additional curricula and online resources to assist teachers and staff in executing instruction virtually. Training included methods for building relationships in a virtual setting, social emotional support for distance learning, and virtual collaborative planning structures.

The Beta campus operations team also made adjustments to policies. Shifts included updating the policies for cleaning and maintaining classroom and shared spaces and adopting a screening process for safely allowing adult faculty and staff on to campus.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The California Department of Public Health issued updated school guidance that includes using existing epidemiological metrics to determine if school districts can start in-person instruction. Any county that does not meet the state's benchmarks is put on the County Monitoring List. When data indicates that it is safe for schools to reopen, Caliber will offer two models of in-person instruction:

Split Schedule: Where we bring many / most students back to campus on a part-time basis on a split schedule. Many / most students would participate in a combination of on-site instruction (2 days per week) and distance learning (3 days per week) so we can re-start face-to-face instruction but keep class sizes small and maintain social distancing.

Full Return: When COVID-19 conditions in our communities permit, our goal is to return the vast majority of students to campus on a 5 day per week schedule. This would not necessarily be a pure “return to normal” scenario, however, because some precautions would remain in place, and because some students may need to remain at home for a variety of reasons. We would continue to support students who need to access learning at a distance.

Instructional Schedules

Several factors influence all instructional schedules. Key factors include, but are not limited to: safety for students, families, and staff, sustainability for students, families, and staff, daily teacher-student interactions and regular student-student interactions, combinations of synchronous and asynchronous learning, ability to move into and out of each model with operational ease, ability to maintain instructional continuity.

In every scenario, instruction will cover all essential grade-level content, and students will receive the academic remediation, intervention, and extension that individual students require. English Language Learners (ELLs) will receive both integrated and designated English Language Development (ELD). Students are expected to participate in every scenario, and attendance will be taken daily by a certificated staff member. Now, more than ever, it remains vitally important that all Caliber students receive high-quality, grade-level instruction that supports academic growth and achievement. To ensure access to a guaranteed and viable curriculum, Caliber Schools will leverage in-person delivery of new material, teacher modeling, guided and shared practice, and individual student-conferencing.

We will utilize a systematic assessment cycle to monitor student learning and competency development by administering the following assessments:

Lower School: MAP testing 2x a year (K-4), STEP Reading Assessments 3x a year, Unit Summative Assessments. Phonics Screener 3x a year (K-2), SBAC Interim Assessment (SBAC ICA) (3-4), and SBAC Assessment (3-4)

Upper School: MAP testing 2x a year (5-8), SBAC Assessment (5-8), SBAC Interim Assessment (SBAC ICA) (5-8), and Unit Summative Assessments

In-Person Safety Precautions

We have established protocols to ensure safety of students and staff including:

- Students & staff screening every day before entering campus
- Class sizes reduced to maximize physical distancing
- Minimize transitions and maintain 6' physical distancing during transitions
- Students and staff will wear masks or face shields at all times
- Staff will be provided masks & face shields
- Students asked to provide their own masks
- Disposable masks available on an as needed basis
- Student supplies will not be shared
- Students expected to bring their supplies each day

- Supplies will be provided for those who need them
- Water fountains will be closed
- Students requested to bring a reusable water bottle each day
- Bottled water will be available for students who need more than can fit in their bottle
- Daily sanitization of classrooms and common areas, Bathrooms to be thoroughly cleaned multiple times per day
- Frequent hand sanitization throughout the day.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Recruit and retain high quality teaching staff to provide instruction that is focused on students who have demonstrated or are at risk of learning loss.	School Leadership \$308,000 (General Fund, LCFF) Teachers \$2,687,000 (General Fund, EPA) Recruiting \$5,000 (LCFF)	Y
Provide in-house and external PD opportunities for staff	Professional Development Expenses \$75,000 (Title II, Title III, LCFF, General Fund)	Y
Provide EL professional development and coaching for teachers	Included in Professional Development expenses above (Title III)	Y
Provide coaching for teachers	Assistant Principals and Instructional Coaches \$745,000 (LCFF, LLMF)	Y
Support Residency program to develop new teacher pipeline	Residency Program \$30,000 (LCFF)	Y
Maintain a safe & clean facility, implementing all COVID-19 prevention measures	Rent \$297,000 (General Fund) Custodial Services \$380,000 (General Fund)	Y

Description	Total Funds	Contributing
Ensure school operations run smoothly and efficiently	Office Staff \$407,000 (General Fund, LCFF) Network costs \$769,000 (General Fund) Other administrative costs \$419,000 (General Fund)	Y
Provide rigorous, grade-level instructional materials, substantially similar to what would be available in a non-COVID context	Instructional Materials \$89,000 (Lottery, LCFF) Instructional Software \$60,000 (LCFF)	Y
Provide technology for all staff & students	Technology equipment \$150,000 (ESSER, LCFF, Parcel Taxes)	Y
Provide an after school program that includes an academic intervention component that addresses students who have demonstrated or are at risk of learning loss.	After school program costs \$145,000 (ASES, LCFF)	Y
Offer a robust computer science curriculum, substantially similar to what would be available in a non-COVID context	CS Program Costs \$231,000 (Parcel Taxes)	Y
Offer robust physical education program, substantially similar to what would be available in a non-COVID context	PE Program Costs \$242,000 (LCFF, General Fund)	Y
Provide students with opportunities for enrichment within and outside school	Garden Program \$6,000 (LCFF) Music Program \$23,000 (LCFF) Field Trips \$25,000 (LCFF)	Y
Provide academic and other supports to students with disabilities or who have mental health needs, including all services in students' IEPs	SPED Program Costs \$1,242,000 (SPED, LCFF, General Fund)	Y
Provide designated ELD program and other supports designed to meet the needs of ELs	Teaching and instructional costs included above	Y
Designate a Homeless coordinator to identify academic and other supports needed by pupils in foster care or experiencing homelessness	Staff cost included above	Y

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

To ensure our students have access to high-quality grade-level content is to ensure that the scope of instructional content maintains continuity throughout the academic year. As such, all core instructional scope and sequences are created using grade-level "Power Standards", and are paced to transition into and out of any given scenario seamlessly. To ensure continuity of learning, instructional scope and sequences will remain the same as those in Distance Learning and Split Schedule in a Full-Capacity scenario.

Synchronous Content in Distance Learning

To ensure access to a guaranteed and viable curriculum, Caliber Schools will leverage synchronous instruction to prioritize the following content areas in a distance learning scenario:

Lower School digital synchronous content will focus on 2-3 lessons per day (for Lower Elementary). Synchronous tier 1 content in Distance Learning will include:

- Circles
- Mathematics (Worthy Tasks, New Content, Guided Practice, Independent Practice)
- Phonics (K-2)
- Writing (New Content, Guided Practice, Independent Practice, Conferencing)
- Close Reading (New Content, Guided Practice, Independent Practice)
- Read Aloud (New Content, Guided Practice, Independent Practice)
- Guided Reading (Small Groups)
- Social Studies/Science (rotating throughout the year)

Upper School digital synchronous content will focus on at least 4 live lessons per day. Synchronous tier 1 content in Distance Learning will include:

- Advisory
- English Language Arts (ELA)
- Mathematics
- Science
- Social Studies

- Computer Science
- Physical Education

Asynchronous Content in Distance Learning

Caliber Schools will support the continuation of grade-level content by leveraging asynchronous instruction and distance learning for student review, independent practice, and extension of grade-level instruction. In the distance learning and split schedule scenarios, this instruction may include:

Lower School digital asynchronous tier 1 content will include:

- Reading (Extension)
- Mathematics (Extension)
- Social Studies (Independent Practice, Extension)
- Science (Independent Practice, Extension)
- Physical Education
- Computer Science

Upper School digital asynchronous tier 1 content will include:

- English Language Arts (ELA) (Review, Independent Practice, Extension)
- Mathematics (Review, Independent Practice, Extension)
- Science (Review, Independent Practice, Extension)
- Social Studies (Review, Independent Practice, Extension)

Distance Learning Content in Split Schedule:

Lower School distance learning tier 1 content will include:

- Mathematics (Fluency, Extension, Zearn)
- Grammar (Independent Practice)
- Writing + Handwriting (Independent Practice, Extension)
- Phonics (Re-enforcement)
- Social Studies (Pre and Post-work)
- Science (Pre and Post-work)
- Reading (Fluency, Lexia, RAZ Kids)

Upper School distance learning tier 1 content will include:

- English Language Arts (ELA) (Review + Independent Practice)
- Mathematics (Review + Independent Practice)
- Science (Review + Independent Practice)
- Social Studies (Review + Independent Practice)
- Computer Science and/or Physical Education

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Student & Staff Tech Equipment

As is the case in pre-COVID-19 times, Caliber students and staff will be provided with the technology equipment then need to participate in learning on campus and/or at home. The primary difference that becomes a factor given COVID-19 is that all technology will be provided on a 1:1 basis, meaning that it will not be shared between staff members or between students. Each student will get their own device for use at school and at home. The use of Caliber technology at school and at home is subject to Caliber’s technology policies. Staff and students will be responsible for taking care of their equipment and using it appropriately as indicated in those policies. Each student / family will be asked to sign a technology use agreement and waiver related to their use of Caliber technology.

In a “Distance Learning” mode, students will receive technology at the beginning of the year and it will remain at home 100% of the time. In a “Full Capacity” mode, student technology will remain on campus as in previous years, but will still be deployed on a 1:1 basis. Students will need to be in the same room at the beginning and end of each day in order to leave technology in charging carts. In a “Split Schedule” mode, students will be expected to bring their technology (e.g., Chromebooks) back and forth each day from home to school and back again. We will investigate the feasibility of purchasing & distributing protective sleeves or cases to protect devices from the added risk of damage during transport. We will also need to provide additional chargers at school for those students whose devices are not charged at the beginning of the day. And we’ll need to provide “loaner” technology for students who forget theirs.

Internet Access at Home

As was the case in the spring, Caliber will provide internet support for students and staff who are participating in learning from home. Most staff members have Caliber cell phones with internet “tethering” plans that allow them to be used as hotspots. Families will be surveyed prior to the beginning of the year to identify which ones need internet support at home, and Caliber will provide hotspots and data plans for any families who need support in order to participate in learning from home. In a “Full Capacity” mode, very few students will be learning from home, but we still anticipate needing to provide a limited amount of internet / hotspot support for any medically fragile students who have to remain at home on a long-term basis, or for students who stay home on a short term basis due to individual quarantine situations

Tech Support

As was the case in the spring, Caliber will provide tech support for students and families who are participating in learning from home. Each school will develop, staff, and publish a tech support schedule and procedures for students and parents to be able to get support with their Caliber technology. In general, teachers and instructional aides will be the first line of support for families needing assistance with instructional software programs or basic access issues (e.g., logging on, resetting passwords, etc.). The tech staff at each school will develop

and share basic tutorials that students and families can access around common issues. Teachers and other instructional staff will have access to the same resources so they can assist students with basic needs. Tech staff will be a secondary level of escalation for uniquely challenging issues or for issues with hardware or internet access. Tech support staff will also carry out all of the same on-site support activities that they do in a normal, pre-COVID-19 time.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Caliber schools will document daily participation for each student on each school day for which distance learning is provided. A student who does not participate in distance learning on a school day will be documented as absent for that school day. Daily participation includes daily live interaction with a teacher in synchronous online instruction or the completion of regular assignments for that day.

Teachers will take attendance in live synchronous sessions and in-person classes each day. Students will be marked as participating in distance learning for the day if they attend any live synchronous session during the day. Students who are not able to attend any live synchronous sessions but are able to access the instructional materials asynchronously and complete the assigned class work for that day will also be marked as participating in distance learning for the day. Students who do not attend synchronous sessions and do not complete the assigned work that day will be marked as absent for that day.

Students will receive a minimum number of minutes of instruction each day, in line with the state requirements for each grade level. These instructional minutes will be measured based on the hours of live synchronous instructional time each day and student participation in asynchronous work, which will be assigned a time value by a certificated teacher.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Caliber Network Professional Development

Caliber Schools hosts two Network Professional Development Days per year. In the 20-21 academic year, the first Network Professional Development Day will be held virtually on August 5th, 2020. Highlighted session topics to support distance learning include: Trauma-Informed Care, Instructional Coaching with the Torsh Talent Platform, and Illuminate Data and Assessment platform to track student progress. Caliber Schools will host a second Network Professional Development Day on March 12th, 2021 with an agenda responsive to the needs of Caliber Schools.

Caliber School-Site Professional Development

In addition to Network Professional Development, Caliber Schools remain committed to ongoing professional development that meets the needs of individual school communities. From August 3rd through August 14th, 2020 individual school communities will engage in deep professional learning with fellow school-based teachers and leaders. Key session topics may include, but are not limited to:

- Antiracist Education

- Culturally and Linguistically Responsive Practices
- Social Emotional Teaching + Learning
- Restorative Justice Practices
- Distance Teaching + Learning
- Network Academic Priorities Practice
- School Priorities Practice
- Content Knowledge Development + Practice

To ensure professional development continues regularly throughout the academic year, school-sites have dedicated Fridays as time for school-based staff to engage in whole-group, small-group, and individualized professional development. In addition, each campus will host Data Days during the year as means of progress monitoring whole-school student growth and achievement.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

As a school providing a public service to the community, many Caliber Staff are deemed essential workers. In addition, staff responsibilities may change as the year progresses as we shift between modes of operation. Operations and instructional support staff, for example, may be asked to support in other areas.

There have been three main areas of shifted roles based on Distance Learning. The first is a shift in the roles of our Operation Team to prioritize family outreach and communication. Many of our Operation Team including our meal team and our yard coverage staff are now spending large portions of their day following up with families who are having attendance issues and troubleshooting with them. The second shift has been in utilizing our Specialist Teachers such as Computer Science and PE to assist with additional intervention in Core subjects in addition to their original roles which have moved to Asynchronous platforms that they monitor. Last, in the Upper School, we have shifted the roles of the Ed Specialist who now serve in a co-teaching model with the general education teacher for ELA and Math. This shift requires additional planning and collaboration between Ed Specialist and general education teachers.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English Language Development

Developing academic English for Caliber English Language Learners (ELLs) is a top priority in the 20-21 academic year. To ensure all ELLs receive the highest levels of support, all Caliber Schools will offer integrated ELD via core literacy and ELA instruction, and will leverage National Geographic or English 3D curriculum to teach designated ELD. All Caliber Schools will prioritize both integrated and designated ELD in every scenario.

Integrated ELD in Distance Learning:

In every scenario, integrated ELD will occur as part of the primary literacy block via the inclusion and infusion of the California English Language Development Standards. These standards will support the instructional planning and implementation in Lower School Read Aloud, Close Reading, and Guided Reading blocks, as well as the ELA blocks at Upper Schools. In Distance Learning mode, integrated ELD will occur as part of the live, synchronous literacy blocks (e.g. Read Aloud, Close Reading, Guided Reading, ELA etc.)

Designated ELD in Distance Learning:

Designated ELD is vital to ensuring that our ELLs are provided with the additional support needed to gain proficiency in the English language. As such, designated ELD is a priority block for all grade-levels across Caliber, and will be protected in every scenario-schedule for students to engage with either the National Geographic or English 3D designed ELD curriculum. In Distance Learning mode, designated ELD will occur as a protected, live, synchronous block, and will be taught using the National Geographic or English 3D curriculum.

Special Education Services in Distance Learning:

In every scenario, Special Education Services will be provided based on the student's Individualized Education Plan (IEP). The IEP team members consist of parent, school administrator, general education teacher, special education teacher, and in some cases, specific service providers. Special education services are based on the IEP team and may include Specialized Academic Instruction, Occupational Therapy, Speech and Language Therapy, Physical Therapy, Deaf and Hard of Hearing Services, Vision Services, as well as other services as stated in the students IEP. In Distance Learning mode, services will be provided virtually based on IEP team recommendations. These services include specialized academic instruction (through one on one or small group interventions, break out rooms from whole group lessons, and/or co-teaching), speech, occupational therapy, and other services as required by IEP.

Clinical Services in Distance Learning:

In every scenario, Clinical Services will be provided based on individual students' needs. This will be determined by and in collaboration with the MTSS team, parent, and clinician. In Distance Learning mode, services will be provided virtually by a clinician. Clinician will establish regular meeting times in collaboration with parent.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Recruit and retain high quality teaching staff to provide daily live instruction/interaction and ensure pupils have access to a full curriculum of substantially similar quality as would be available in a non-COVID context.	Teaching, leadership, and recruiting costs reported above	Y
Provide in-house and external PD opportunities for staff	PD costs reported above	Y
Provide coaching and technology support for teachers to build their distance learning expertise	Coaching costs reported above	Y

Description	Total Funds	Contributing
Maintain a safe & clean facility, implementing all COVID-19 prevention measures	Rent, custodial services, furnishings, interest, & depreciation reported above	Y
Ensure school operations run smoothly and efficiently	Office staff, substitutes & other professional services, network, and other administrative costs reported above	Y
Provide high quality, instructional software aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction	Instructional materials and software included above	Y
Provide all students access to connectivity and devices to participate in the distance learning educational program and assigned work	Technology equipment as noted above Internet & Cell phones \$57,000 (LLMF, General Fund)	Y
Use after school program staff to support distance learning interventions	After school program costs as reported above	Y
Provide academic and other supports to students with disabilities or who have mental health needs, including all services in students' IEPs	Special education program costs as reported above	Y
Provide designated ELD program and other supports designed to meet the needs of ELs	EL program costs as reported above	Y
Designate a Homeless liaison to identify academic and other supports needed by pupils in foster care or experiencing homelessness	Staff cost included above	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Diagnostic assessments are crucial to the Caliber vision for impact in the 20-21 academic year. Caliber Schools must diagnose unfinished instruction to be able to provide the most equitable learning experiences possible for students. Caliber Lower Schools will use a combination of the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) for mathematics and English Language Arts, the Strategic Teaching and Evaluation of Progress (STEP) assessments for reading levels, and the SPIRE curriculum's diagnostic tool for

foundational reading skills to diagnose unfinished teaching and learning. Caliber Upper Schools will also use the NWEA MAP assessment for mathematics and English Language Arts in addition to the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC) Presets assessments mathematics and English Language Arts to determine unfinished instruction. All Caliber Schools will use the English Language Proficiency Assessments for California (ELPAC) to both classify students as English Language Learners (ELLs) and reclassify students as English proficient (RFEP) in all three scenarios.

Formative assessments are critical to maintaining progress that supports student academic growth and achievement. To ensure all Caliber stakeholders are kept aware of student progress, Caliber Schools will leverage a combination of standardized and local assessments to tailor instructional support for students in any scenario. All Caliber Schools will leverage local formative assessments in addition to standardized assessments to progress monitor student growth and achievement. All Caliber Schools will track student mastery using curriculum-based and/or coach-approved formative assessments in Illuminate Data and Assessment.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Critical to ensuring all Caliber students are able to access grade-level instruction, all Caliber Schools will ensure students receive the intervention and remediation needed to be successful with grade-level content, no matter the scenario. In addition to calculated reteaching, Caliber Schools will leverage the SPIRE Phonics curriculum to support literacy instruction, and Bridges Intervention to support Mathematics instruction, as well as a host of blended learning programs. In every scenario, the bulk of intervention and remediation occur live (synchronously in Distance Learning mode, and in-person in Split Schedule and Full-Capacity modes).

In lower school all students have between 1 and 2 hours of flexible time in their schedule for interventions to take place. These include targeted phonics instruction utilizing the SPIRE intervention curriculum, time for Designated ELD using Reach for Reading, and math intervention using Bridges Intervention. All intervention groups are intentionally small in size, between four and eight students. In addition, we have utilized student mentors and student coaches who provide one on one tutoring and assistance during class time for students who need Tier 2 intervention or are not regularly attending.

In upper school, all students have daily intervention blocks that specifically support reading. This includes targeted support for ELL students who receive intervention from the ELD curriculum, English 3D. Students who are not in the ELD block receive reading support at their reading level during our DEAR (Drop Everything And Read) block. CommonLit is the program used to support students during their DEAR intervention block. All students in upper school participate in weekly subject-based interventions on Friday mornings.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Summative assessments are vital to measuring student academic growth and achievement, and to assessing the quality of instruction in any given scenario. To assess instructional programming and delivery, Caliber Schools will leverage a combination of standardized assessments

to support instructional improvement and equitable services for the 21-22 academic year. Such standardized measures may include the Spring NWEA MAP, CAASPP SBAC, STEP, and Summative ELPAC. In addition, students in intervention programs will receive progress monitoring checks with consistent data protocols to look at their progress and recommend change in program if necessary.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Recruit and retain additional teaching & intervention staff relative to District norms to address the needs of pupils who are not performing at grade level or who have demonstrated learning loss.	Additional teachers, Instructional assistants, & interventionists \$949,000 (Title I, Title IV, LPSBG, LCFF, LLMF)	Y
Use student assessment programs (particularly in areas of English language arts, English language development, and mathematics) to identify students who are not performing at grade level or who have demonstrated learning loss	Assessment costs included in instructional materials and software above	Y
Data team consultation and support to launch distance learning reports/tools for assessments and ongoing progress monitoring	Included in network fee	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Social Emotional learning (SEL) has always been a core component of Caliber Public Schools, and our transition into the different scenarios is no exception. Each school will prioritize time within every scenario-based schedule to build relationships, establish rapport, and support the social and emotional well-being of students. Utilizing “Circles” at the Lower Schools, and “Advisory” at the Upper Schools, social-emotional learning and support will be offered daily to all students. To support these efforts, all Staff will be trained in trauma-informed practices both at the Network Professional Development Day on August 5th, 2020, and via continued training at each school-site during campus-based August Professional Development.

Furthermore, our student support team is meeting weekly to identify students who could benefit from additional Tier 2 support based on Attendance Data and Teacher Referrals. These interventions include social skills groups, short term check ins with counselors and pairing with staff mentors.

In addition to ensuring our students receive the SEL support they need and deserve, so too, is it a priority to support the Social Emotional well-being of the Caliber staff. Caliber Public Schools recently received a grant to support this effort, and will be using the grant to engage with a number of potential partners as determined by the Caliber SEL Working Group (made up of SEL leads throughout the network) and based on feedback from family and teacher surveys. This may include:

- Consultation and Coaching to School Leadership and SEL Teams to prepare for students and families returning to school during the Covid-19 pandemic
- Consultation on continued work in equitable and anti-racist practices, especially as it pertains to SEL implementation and discipline
- Prepare and support execution of professional development training and psychoeducation for school staff in SEL, trauma-informed practices, and mental health needs, so that they can support students effectively
- Partner with community organizations to support staff wellness as educators return to school during the Covid-19 pandemic, i.e.,
 - o TeachingWell
 - o TippingPoint
 - o ABetterWay
- Support the Caliber Leadership and SEL teams across the network to implement best practices for SEL and Restorative Practices/Justice.
- Coach Mental Health Clinicians

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Students who are deemed absent from distance learning for more than three school days or 60 percent of the instructional days in a school week will be placed on a list for tiered reengagement. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and, when feasible, transitioning the pupil to full-time in-person instruction.

Families of students who do not attend the live synchronous sessions will be notified through daily automated text messages letting them know that their child did not attend their synchronous class sessions. Staff will log communication notes for students in order to identify any barriers that may be preventing students from participating in distance learning and to record supports that may re-engage the student in the distance learning program.

At the end of each week families will be sent a weekly report through email that summarizes their child's participation in synchronous instruction and assignment completion. These weekly reports will also contain other information about their child's academic progress. Parents will also be able to access this information through an online parent portal. These reports will be translated into the preferred correspondence language of the family (English or Spanish).

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Breakfast

Caliber will be taking advantage of the Federal and State government’s COVID-19 waivers related to meal program flexibility and will be distributing breakfasts to families rather than serving them on campus. Families will be able to pick up breakfasts from Caliber on scheduled days (as they did in the spring) and will be expected to have eaten breakfast prior to arrival on campus.

In a Distance Learning Mode breakfast will be available for pick-up on two days each week. On Mondays, families can pick up two breakfasts (for Tuesday and Wednesday). On Wednesdays, families can pick up three breakfasts (for Thursday, Friday, and the following Monday). In a Split /Hybrid Schedule mode breakfast will be available for pick-up on Mondays. Families can pick up 5 breakfasts per week. In a Full Capacity mode, breakfast will be available for pick-up on Mondays. Families can pick up 5 breakfasts per week.

Morning Snacks

Caliber plans to serve morning snacks to students who are on site on any given day. Snacks will be served in classrooms and will be delivered to the classroom by operations staff in the mid-morning each day.

Lunch

Caliber will serve lunch to students who are on site on any given day. Lunch will be served in classrooms and will be delivered to the classroom by operations staff in the mid-morning each day. Families will also be able to pick up lunches from Caliber for days when their students are learning at-a-distance. In a Distance Learning Mode lunch will be available for pick-up on two days each week. On Mondays, families can pick up two lunches (for Tuesday and Wednesday). On Wednesdays, families can pick up three lunches (for Thursday, Friday, and the following Monday). In a Split Schedule mode lunch will be available for pick-up on Mondays. Families can pick up 3 lunches per week. Families who are participating remotely can pick up 5 lunches per week. In a Full Capacity mode, families who are participating remotely can pick up 5 lunches per week each Monday.

Afternoon Snacks & Supper

Until such time as we re-start the formal after-school program, we will not be serving or distributing afterschool snacks or suppers.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	Make nutritionally adequate meals available to all students, whether engaged in in-person or distance learning.	Food Costs \$530,000 (Meal Funds)	Y

		Meal staff costs \$196,000 (General Fund, ESSER)	
Pupil and Family Engagement and Outreach	Support SSC and ELAC and other avenues for parent engagement and community-building, particularly among parents of of ELs and SWDs	Community engagement costs \$15,000 (LCFF)	Y
Pupil and Family Engagement and Outreach	Translation of materials to support our non-English-speaking families	Included in administrative and operational costs above	Y
Pupil and Family Engagement and Outreach	Survey parents, students, and staff throughout the year to continuously improve our instruction	Included in administrative and operational costs above	Y
Mental Health and Social and Emotional Well-Being	Provide a strong SEL program to support students emotional growth and well-being and address trauma and other impacts of COVID-19 on the school community	SEL Program and Mental Health staff costs \$547,000 (LCFF, ESSER, LLMF)	Y
Pupil and Family Engagement and Outreach	Monitor attendance in all learning modes, document daily participation for each pupil on each school day, prepare weekly engagement records for each pupil, and intervene with students who are not engaging (with a particular focus on any students who are absent 60 percent of the instructional days in a school week)	Included in administrative and operational costs above	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24.87%	\$1,663,311 based on the FCMAT calculator.

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

We believe high-quality instruction is equity, and that standards, content, aligned curriculum, and equity work together to provide our students transformational outcomes. By focusing on unfinished instruction - both unfinished teaching and unfinished learning - we will continue to provide students with a high-quality, equitable academic experience post-COVID-19.

Caliber: Beta Academy has historically had a high unduplicated pupil percentage (in 2019-20 it was over 80%). For each action and service offered school-wide, the needs of the most vulnerable were considered first, through a review of student testing results, student and family surveys and community input. Because of this high unduplicated pupil percentage, the school spends its majority of its Title I and supplemental and concentration grant funding on a school-wide basis. Our goal is to continue to prioritize underserved populations whose students have traditionally and historically been underserved by public education.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The LCFF supplemental and concentration funding we expect to receive (\$1,663,311) will fund a wide range of services for foster youth, English learners, and low-income students as identified in the plan above. These include services such as:

- Providing a robust SEL and mental health support program to students and families who have identified needs that would not otherwise be served
- Providing computer science, music, and garden programs
- Providing more teachers, aides, and academic interventionists than is the District norm
- Providing instructional coaching to improve the quality of instruction these students receive
- Providing student technology, instructional software, and internet access to ensure students can access our programming either in person or remotely.

We believe that the addition of these supports represents an increase and improvement in services that exceeds the required 24.87% amount identified in the FCMAT calculator.