



SECTION 1 : AGENDA
SPECIAL MEETING OF THE CALIBER SCHOOLS BOARD OF DIRECTORS MEETING
Thursday, August 19, 2021 from 4:00 PM to 5:00 PM

4:00 PM

Call to Order

J Moses

- Roll call, establish quorum and meeting norms
- Review and approve the agenda for the meeting

A. Discussion & Action Items

A1. Independent Study Program

R Weingarten/G Agustin

- o Action Item: Approve Independent Study Policy for 2021-22 and beyond

A2. High School Petition

T Johnson/K Hendrickson

- o Action Item: Authorize staff to submit Caliber High School charter petition to Vallejo City Unified School District

5:00 PM

Adjourn

J Moses

MEETING DETAILS:

Day and Time: Thursday, August 19, 2021, at 4:00 PM to 5:00 PM (Pacific)

Dial-In: **Topic:** August Special Board Meeting

Join Zoom Meeting:

<https://us02web.zoom.us/j/82758903084?pwd=dVIYUzVUOSS9JallyUi9aR1lFa1RTUT09>

Meeting ID: 827 5890 3084

Password: ntc5Zg

Dial by your location: +16699009128



PRE-READING PACKET TABLE OF CONTENTS
Caliber Schools Board of Directors Meeting
August 19, 2021

SECTION 1 : MEETING DETAILS & AGENDA

SECTION 2 : ADVANCE DISCUSSION MATERIALS

These materials are related to specific discussion and decision items at the upcoming meeting.

Item	Document	Description	Page
A1.1	Independent Study Plans	Staff presentation regarding independent study plans for 2021-22.	5-14
A1.2	Independent Study Policy	Proposed Independent Study policy for 2021-22 and beyond (for approval).	15-22
A2.1	Vallejo High School Planning Update	Staff presentation regarding Caliber's plans for a high school charter petition to be submitted to VCUSD.	23-35
A2.2	Caliber Vallejo High School Petition	Draft charter petition for a new Caliber High School in Vallejo, CA.	36-178

A young boy with dark skin and curly hair is smiling broadly at the camera. He is wearing a bright blue zip-up hoodie. The background is a green field with a white line, and a person's legs are visible in the distance. The text is overlaid on a white rounded rectangle in the bottom left corner.

*August 19, 2021
Special Board Meeting*

A photograph of a classroom scene. In the foreground, a young boy on the left is looking towards a girl in the center. The girl is wearing glasses and a dark jacket with white stripes on the sleeves, and is focused on a worksheet. To her right, another boy is partially visible, also working on a worksheet. In the background, other students are seated at desks, and a teacher or adult is visible. A yellow pencil holder filled with various colored pencils and markers sits on the desk in front of the girl. The overall atmosphere is one of active learning and collaboration.

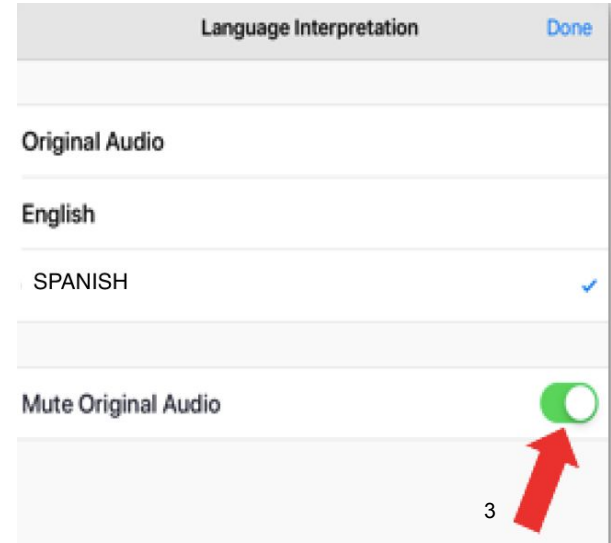
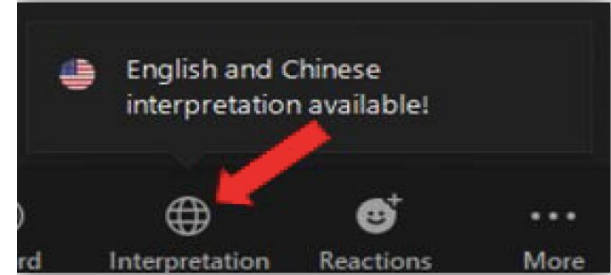
Call to Order

Interpretation Feature

1. LEP participants must click the “Interpretation” button in the toolbar and will be presented with the audio-channel options menu for English and the foreign language.
1. Mute Original Audio Feature: The “Original Audio” refers to the audio signal from the other language channel. For example, when in the English channel, you may hear the foreign language at a lower volume and vice versa.

Selecting “Mute Original Audio” mutes the other audio channel so you only hear the selected language.

If not selected, both channels remain active (audible). For example, the LEP participant in the Chinese channel may also hear the English channel at a slightly lower volume.



Agenda Approval

SECTION 2 : ADVANCE DISCUSSION MATERIALS

A1.1 -Independent Study Plans

Independent Studies

August 19 2021





Core Components to Be Discussed

1. Caliber's Supervising Teacher
2. Edgenuity
3. Who is enrolled and what is the cost
4. Special Populations
5. Transition back to in-person



Caliber's Supervising Teacher

1. Liaison between school, families, and Edgenuity
2. Meet with each family to review the Master Agreement
3. Teach/ co-teach daily advisory for K-2, 3- 5, and 6-8 grade bands
4. Take daily attendance/ monitor attendance
5. Monitor student progress and needs



- Contracted through Caliber Public Schools to provide Independent Studies curriculum and teaching
- State Certified Teachers
- Curriculum aligned with state-standards
- “Teachers of record” hold daily synchronous sessions for 30-60 min (K-3) and weekly synchronous sessions for 30-60 per content area (4-8). They are available for 1:1 synchronous sessions by appointment
- Concept coaches are available for grades 4-8, 7 days a week for any content specific tutoring
- Individual feedback given to students through the Edgenuity portal
- Weekly progress shown in their portal (grade percentage and if they are on track to complete the course work by the end of the quarter and semester)

Who and Costs

Area	Totals
Total	44
CMA Only	37
BETA Only	7
TK- 2 Total	12
3- 5 Total	20
6- 8 Total	12

Area	Totals
IEP	9
504	1
EL	7



Grade Level	What is Included	Cost
Tk- 5	6 courses Workbook for each course	\$1850 (18 week semester)
6-8	6 courses (or \$325 per course)	\$1950 (18 week semester or \$325 per a course)
Professional Development	Access to asynchronous training videos library, virtual school resources, 3 live webinars or 1 in person site day	\$2500 (K- 5) \$2500 (6-8)
Total	44 student enrollment	\$87, 400 (1 semester)



Special Populations

- IEP or 504 meeting must be held prior to Independent Studies Enrollment
- Caliber's supervising teacher attends IEP/ 504
- Edgenuity has a special education coordinator who helps teachers implement accommodations/ modifications





Return to In Person

- Caliber schools will hold seats for each student in their grade level who are enrolled in ISP
- We are required based on AB-130 to transition students back to in person with 5 instructional days upon parent request
- A team meeting will be held with family, supervising teacher of ISP, and a school site representative to help student be prepared and transition back to in person



Thank you!

SECTION 2 : ADVANCE DISCUSSION MATERIALS

A1.2 - Independent Study Policy

**Caliber Public Schools
Master Agreement for Independent Study**

Student Name:	Agreement Duration:
Student Number:	Beginning Date:
DOB:	End Date:
Address:	Grade Level:
Phone:	Program Placement:

- 1) **The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**

- a. **Manner of Reporting:** One-on-one virtual • E-mail
- b. **Time:** End of the Day Friday
- c. **Frequency:** Weekly
- d. **Place:** Email

1. **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- 2) **Method of Study:** Examples of methods of study for the student will include but are not limited to: • Independent Reading • Textbook Activities • Problem Solving • Study Projects • Drill & Practice • Computerized Curriculum • Web/Internet Research • Library Research.
- 3) **Method of Evaluation:** Examples of acceptable methods of evaluation could include but are not limited to: • Teacher-made Tests • Student Conferences • Progress/Report Cards • Chapter/Unit Tests • Work Samples • Observations • Portfolios • State Standards Testing • Learning Journals • Presentations • Quizzes • Labs • Finals • Teacher Feedback provided digitally and on handwritten work.
- 4) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- 5) **Board Policies Pursuant to Education Code Section 51747(a) and (b):**

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 5 school days.
- b. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - i. When any pupil fails to complete 10 assignments during any period of 20 school days.
 - ii. In the event Student's educational progress falls below satisfactory levels as determined by the Charter School's MTSS process in which considers ALL of the following indicators:
 1. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 3. Learning required concepts, as determined by the supervising teacher.
 4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

6) Statement of the Course Credits or Other Measures of Academic Achievement to be Earned by the Pupil Upon Completion

Courses	Credits or Other Measures of Academic Achievement
ELA	Advisory
Math	
Science	
Social Studies	
PE	

- 7) Statement of Academic and Other Supports for Special Populations:** The Charter School shall utilize its MTSS process to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School

complies with the Individuals with Disabilities Education Act (“IDEA”) and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil’s individualized education program (“IEP”). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

- 8) **Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

9) **Signatures and Dates:**

I have read and I understand the terms of this agreement, and agree to all provisions set forth.

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)		
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:		



INDEPENDENT STUDY POLICY

Caliber Public Schools, which operates Caliber: Beta Academy and Caliber: ChangeMakers Academy (collectively, the “Charter School”), may offer independent study to meet the short or long-term educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Caliber Public Schools Board of Directors for implementation at Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be within 5 school days.
2. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete 10 assignments during any period of 20 school days.
 - b. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s [MTSS Playbook](#) which considers ALL of the following indicators:
 - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.



3. The Charter School shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
4. For students who participate in independent study for fifteen (15) or more days in a school year, the Charter School has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures are as follows:
 - a. Verification of current contact information for each enrolled pupil;
 - b. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
 - c. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
 - d. When the evaluation described above under paragraph 2.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.
5. For students who participate in independent study for fifteen (15) or more days in a school year, the following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
 - a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
 - i. A daily advisory will be provided virtually by the supervising teacher
 - b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
 - i. A daily advisory will be provided virtually by either a classified staff or by the supervising teacher
 - ii. In the case that a classified staff is providing the daily advisory, the supervising teacher will teach the advisory one time weekly
6. For students who participate in independent study for fifteen (15) or more days in a school year, the following plan shall be utilized to transition pupils whose families wish



to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days:

- a. A meeting will occur between the parent, the supervising teacher for independent studies, and a school representative (teacher or a school leader) to discuss how best to prepare the student to return to in person.
7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
- a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
 - h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also



shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

- i. Each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
8. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
9. The Chief Executive Officer shall establish regulations to implement these policies in accordance with the law.



SECTION 2 : ADVANCE DISCUSSION MATERIALS

A2.1 - Vallejo High School Planning Update

Caliber
public schools

High School Petition

T.Johnson & K.Hendrickson

We remain committed to providing a K-12 experience for all Caliber students.



Caliber High School at Vallejo

Vision for a Vallejo High School

Our graduates will not only be academically prepared for the college or career of their choice, but also to deeply know themselves, their passions, and the value of community in order to be a positive force in their own lives, within their communities, and among our global society.



Our Program Aligns to our 4 Pillars

HEART

SEL in every classroom

SEL Implementation Matrix

Restorative Justice

Driven by CASEL Framework

Special Investments in
Extracurriculars



THINK

College- Preparatory Curriculum

Broad base of STEAM Electives

CCSS/ACT Standards



Vertically aligned skills across
disciplines

SMART

A-G for all

Industry Days

Annual College Visits

Goals for No Remediation

Personal Plans for Progress



ACT

Community Engagement Grad.
Requirement

Ethnic Studies Elective

Summer Programs

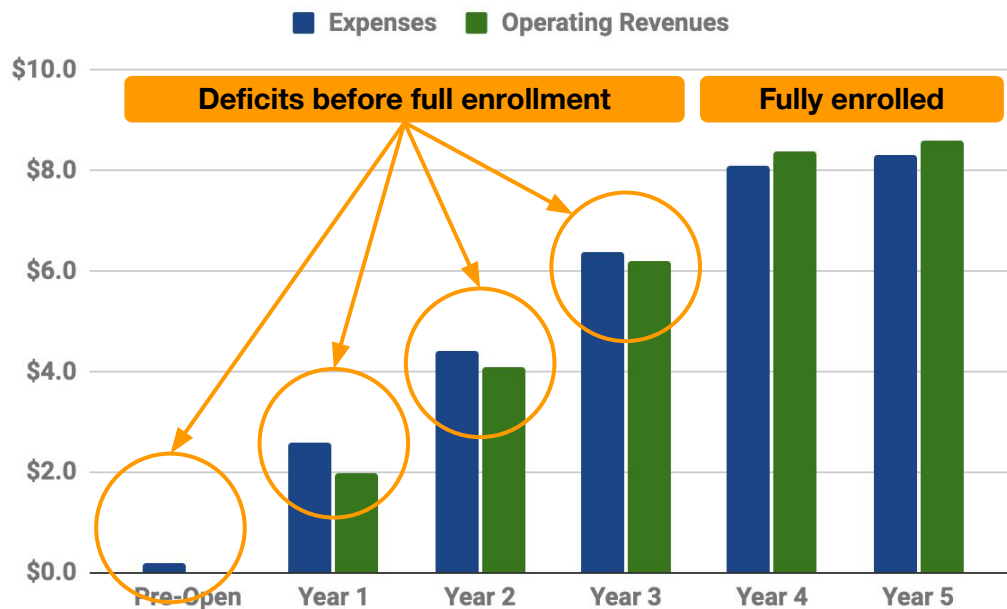
Community Partnerships



Financial Impact of a New High School

- Our current K-8 schools had fiscal deficits in start-up years, but are now fully enrolled and sustainable
- We expect the same at this new High School
- 3 drivers of financial need
 - Fixed start-up costs
 - School leadership
 - Seasonal working capital
- We anticipate a \$1.25 million cumulative deficit over the next 4 years

Vallejo High School Model Summary



High School Model Summary

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Total Enrollment	-	150	300	450	600	600
PUBLIC REVENUES						
A01 LCFF Funding	\$ -	\$ 1,770,852	\$ 3,612,482	\$ 5,526,962	\$ 7,517,055	\$ 7,666,899
A02 Fed Title Funding	\$ -	\$ 46,750	\$ 83,500	\$ 120,250	\$ 157,000	\$ 157,000
A03 SPED Funding	\$ -	\$ 120,731	\$ 237,711	\$ 354,692	\$ 471,672	\$ 490,422
A04 Meal Funding	\$ -	\$ 40,650	\$ 81,300	\$ 121,950	\$ 162,600	\$ 162,600
A05 Other Public Rev	\$ -	\$ 28,995	\$ 64,528	\$ 100,061	\$ 135,594	\$ 142,132
Total Public Revenues	\$ -	\$ 2,007,977	\$ 4,079,521	\$ 6,223,914	\$ 8,443,921	\$ 8,619,053
EXPENSES						
GenEd Program	\$ 75,000	\$ 1,062,924	\$ 1,920,537	\$ 2,829,986	\$ 3,669,173	\$ 3,794,644
SPED Program	\$ -	\$ 281,726	\$ 500,705	\$ 731,723	\$ 890,992	\$ 910,397
Other Academics	\$ -	\$ 152,591	\$ 238,285	\$ 327,375	\$ 413,339	\$ 416,624
Operations	\$ 78,471	\$ 1,081,488	\$ 1,724,083	\$ 2,540,324	\$ 3,134,899	\$ 3,216,058
Total Expenses	\$ 153,471	\$ 2,578,729	\$ 4,383,610	\$ 6,429,408	\$ 8,108,403	\$ 8,337,723
OPERATING INCOME	-\$ 153,471	-\$ 570,752	-\$ 304,089	-\$ 205,493	\$ 335,518	\$ 281,330
B01 Donations	\$ 250,000	\$ 750,000	\$ 500,000	\$ 500,000	\$ -	\$ -
NET INCOME	\$ 96,529	\$ 179,248	\$ 195,911	\$ 294,507	\$ 335,518	\$ 281,330

Petition Review and Approval

- **Goal: Obtain positive staff recommendation from VCUSD Staff**
 - Petition feedback from attorneys is positive
 - Caliber has built strong, positive working relationships with VCUSD staff
- **Goal: Obtain at least 3 of 5 Yes votes from VCUSD Trustees**
 - Feedback during Board updates and Trustee visits has been positive
 - Caliber received unanimous Board support for previous petitions
 - ChangeMakers initial charter petition (June 2015)
 - ChangeMakers material revision (Nov 2019)
 - ChangeMakers charter renewal (Jan 2021)
 - We can count on strong family support

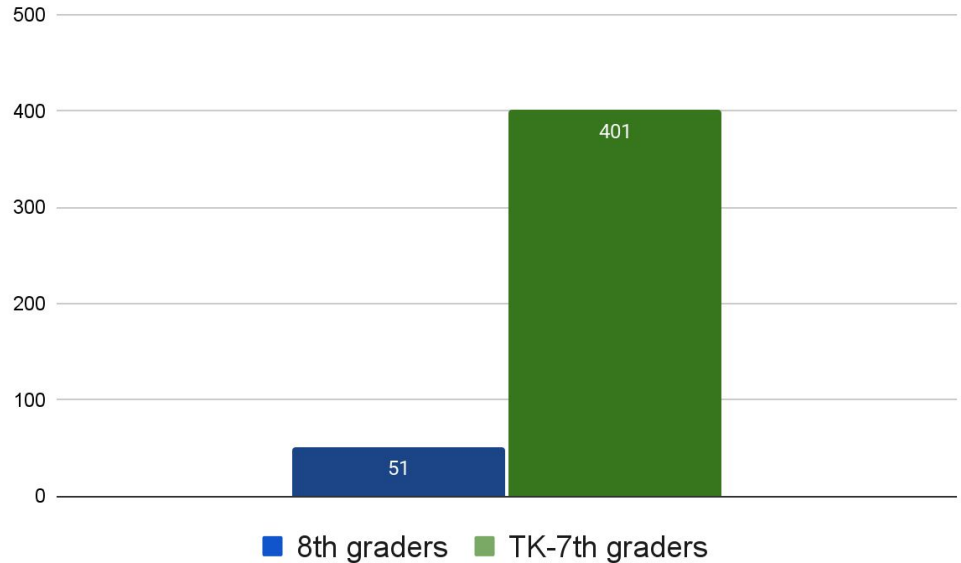


VALLEJO CITY
UNIFIED SCHOOL DISTRICT

Petition Signature Support



Vallejo High School Signatures Totals



Other Support



Tipping Point

Charter School Growth Fund

Silicon Schools Fund

Vallejo Project

Solano County Public Library

Rivet School

Timeline



Questions?



SECTION 2 : ADVANCE DISCUSSION MATERIALS

A2.2 - Caliber Vallejo High School Petition

DRAFT

Caliber



public schools

Caliber: High School
Charter Establishment Petition
For the term of July 1, 2022 – June 30, 2027

Submitted to the Vallejo City Unified School District

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Introduction

Caliber: High School (“Caliber” or the “Charter School”) hereby respectfully submits this new charter petition to the Vallejo City Unified School District (“VCUSD” or the “District”). The term of the charter will be a five-year period, from July 1, 2022 and ending on June 30th, 2027.

The City of Vallejo represents a cross-section of our nation’s diversity and a standard for multicultural community leadership through times of constant change. Our city is the optimal launch point for the future leaders of our state and country looking to build a more just and equitable world. Over the last six years, the Caliber: ChangeMakers (a TK-8 charter school operated by Caliber Public Schools in Vallejo) community has grown into a robust and supportive school community emblematic of the communal ties we need during this period of accelerated change.

While we have built a strong community of TK- 8 parents, students, community members, and staff, our families have given us the same feedback each year: that they would like to keep their students with us beyond the 8th grade. Our students and families are looking for the same academic rigor and social-emotional learning offered by our TK-8 school at the secondary level.

The school model described in this charter is the product of intense study of the needs in Vallejo and the methods of excellent schools across the United States. Our founding team has hosted community and District leaders at our TK-8 school, Caliber: Change Makers Academy and visited schools throughout Vallejo. Two years ago, we began the design process with families, students, and teachers to identify the type of high school experience the families of Vallejo are looking for. In addition, our proposed School Leader, Vallejo resident, and high school design team participant, Asha Canady, has visited and studied high-performing urban high schools across the country.

The mission of Caliber: High School is to achieve educational equity by ensuring each student graduates with (1) academic skills to succeed in college, (2) a plan for college and career informed by self-knowledge and knowledge of the world, (3) a deep understanding of the value of community, and (4) leadership skills to adapt and relate to an ever-changing world.

This charter petition is the result of two years of dedicated work by our school community and families. In the Fall of 2019, we brought together a high school design advisory group, composed of Caliber families, students, and staff. They worked together, dove into educational research, and identified the key programming and outcomes they wanted for students. We used focus groups and surveys to test these ideas. The result of our design process is a strong program built on Caliber Public Schools’ four pillars, leveled up to prepare 100% of our students for college and career. We are thrilled to be able to share this with you. We believe our model is responsive to the needs expressed by the community and incorporates best practices from top schools across the country. Our model matches high expectations with high levels of student support, and the following elements anchor our design:

- Extended school day
- Focus on literacy and math, especially in earlier grades
- A-G completion graduation requirements

- Robust social-emotional program from grades 9-12
- Strategically designed professional development for teachers
- Discipline system rooted in Restorative Justice
- Centering of trauma-informed practices
- Opportunities for job shadowing, internships, and community engagement
- Daily tutoring
- Daily mentoring and community building in Advisory periods
- Weekly community meeting to celebrate students and staff
- Regular and frequent communication with parents
- Systems for incorporating student and parent voice in school systems

Our school design includes several innovative features to create a unique and new option for parents and families in Vallejo. By centering servant leadership in the middle of our four pillars, we intend to be Vallejo's first high school with a complete social-emotional learning scope and sequence for all students from grades 9-12 and community partnerships playing a central role in graduation requirements. We know that Vallejo is a city with incredible social and cultural capital, and the more we support our young people to know themselves, one another, and their community, the more our city will flourish.

The relationship between Caliber Public Schools and the Vallejo City Unified School District is a model for charter- district relations nationwide. Caliber honors the work of VCUSD and seeks to continue to contribute to a rich set of high-quality options to meet the needs of our Vallejo community. We have designed a school program aligning to the District's mission to provide equity, excellence, educational effectiveness and economic sustainability, by prioritizing safety, strong family-school partnerships, and high academic standards.

Charter School Intent and Charter Requirements

It was the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under the Charter Schools Act accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Education Code Section 47601

In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged.

Education Code Section 47605(c)

Affirmations and Declaration

As the authorized lead petitioner, I, Terence Johnson, hereby certify that the information submitted in this petition for a California public charter school to be named Caliber: High School, to be operated by Caliber Public Schools, and to be located within the boundaries of the Vallejo City Unified School District (the “District” or “VCUSD”), is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605 (d)(1)]
- Caliber Public Schools declares that it will be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (c)(6)]
- The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605 (e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605 (e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605 (e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or require a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605 (e)(1)]
- The Charter School shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement

Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Section 47605 (l)(a) and 47605.4(a)]
- The Charter School will, at all times, maintain all necessary and appropriate insurance coverage.
- The Charter School will follow any and all other federal, state, and local laws and regulations that pertain to the application or operation of the Charter School.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction and days per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with parents and teachers regarding the Charter School’s educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the California Public Records Act, Government Code Section 6250, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).

- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. (“PRA”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall continually strive for a healthy, collaborative, synergistic partnership with VCUSD.
- The Charter School has adopted the State Standards.
- The Charter School will operate in compliance with generally accepted government accounting principles.

Signature

Date

Executive Summary

The mission of Caliber Public Schools 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. Caliber Public School's core components for TK-8 schools include: high expectations, exceptional teaching and instructional leadership, rigorous and relevant curriculum, and a supportive school community based on rights, responsibilities, and respect. These core components have been expanded through the design of our high school model to be encapsulated by three design principles which drive the development of our entire academic and school culture programming:

- Academic Preparedness for College and Career for all students
- Social-Emotional Skills as the foundation for adaptability and resilience
- Servant Leadership as an iterative process

The mission of Caliber: High School is to achieve educational equity by ensuring each student graduates with (1) academic skills to succeed in college, (2) a plan for college and career informed by self-knowledge and knowledge of the world, (3) a deep understanding of the value of community, and (4) leadership skills to adapt and relate to an ever-changing world.

Our model is designed to prepare 100% of our students for college, regardless of their post-secondary plans and aspirations. In order to achieve our mission, every student will need to continue their education beyond high school in some form. For most students, this will mean completing a four-year college degree.

We believe all children can get to and through a competitive four-year college without remediation if they are given high quality instruction and appropriate supports. All of our staff are united in this belief and dedicated to its execution. We have developed a rigorous, college preparatory curriculum and have paired that with an integrated program that addresses our students' social and emotional needs and develops the traits we believe are essential to success in school and beyond. We are committed to using data to judge the effectiveness of our programs and interventions and to refining our program based on student outcomes.

We have developed a program that will lead our students to mastery of the knowledge and skills they need to be ready to enter the college and/or career of their choice, and lead Vallejo to the future. We teach core skills directly but also incorporate projects so that our students learn to collaborate and to apply their knowledge and skills to relevant and real-world problems. We teach our students to be comfortable with technology and fluent in its application. We want our students to have the confidence, self-knowledge, and skills to help shape their world.

Founding Team

Founder	Ed. Program	School Design and Founding	Finance	Facilities	Governance	Fundraising	Operations	Community Outreach
Asha Canady	x	x						
Rachael Weingarten	x	x						
Katherine Hendrickson	x	x						x
Terence Johnson	x	x			x	x		
Markus Mullarkey			x	x			X	

Asha Canady, Caliber: ChangeMakers Upper School Principal; Proposed High School Leader

Asha is a Northern California native and was fortunate to return to the area after completing a Master's Degree at the University of Michigan in Education, Leadership and Policy. Asha has had a diverse career in education, including being a high school English teacher, a Fulbright Scholar in Athens, Greece and the founding 6th grade ELA teacher at Caliber ChangeMakers Academy. As the Upper School leader at ChangeMakers Academy, Asha led her team to be among the nation's top quartile for staff culture, and among Vallejo's top academic performing middle schools. Asha is a proud resident of Vallejo and enjoys traveling, spending time with her family, and learning something new.

Rachael Weingarten, Caliber Head of Schools

Rachael Weingarten is the founding School Leader at Caliber: ChangeMakers Academy in Vallejo and Caliber Public Schools' Head of Schools. She graduated from the University of Arizona with a degree in Elementary Education and completed her masters in Urban Education and leadership from the University of Southern California. Rachael began her teaching career in Tucson, Arizona, where she taught 2nd, 3rd, and 6th grade. She then taught 3rd and 4th grade in Detroit. She was the founding second and third grade teacher at KIPP Empower Academy ("KEA") in Los Angeles, CA. After teaching she transitioned into being Dean of Instruction and Culture at KEA. Rachael is a lifelong educator and is committed to her students, families, and the community of Vallejo.

Katherine Hendrickson, High School Design Director

Katherine has spent the last thirteen years working and learning in excellent public high schools. She achieved a Master Teacher-level designation at the Denver School of Science and Technology, one of Colorado's top public high schools for traditionally underserved students, in 2015. While serving as the Academic Dean at Leadership Public Schools in Richmond, California, the academic program was recognized by US News and World Report to be among the nation's top 1% of public high schools. 77% of 11th graders met or exceeded standards on the SBAC- ELA, more than doubling the proficiency of neighboring high schools. Katherine has also worked for the XQ SuperSchool Project, a \$131 million philanthropic effort to redesign the American high school, and has led redesign efforts for non-profit organizations, including the Presidential Leadership Class at the University of Colorado - Boulder. She holds an MA in Curriculum and Instruction from the University of Colorado – Denver and an MA in Organizational Leadership from Stanford University.

Terence Johnson, Caliber Chief Executive Officer

Terence has more than 30 years of experience in all aspects of public education. He began his career as a teacher, athletic director, and Principal in Colorado Public Schools, before moving to Houston where he led school turnarounds in underserved communities. Terence then moved on to the KIPP Foundation leadership team, where after serving 12 years as Senior Director of Leadership, Terence joined KIPP Memphis as Chief Schools Officer, and eventually returned to Houston as Head of Schools for KIPP Houston. In each of these roles, Terence directed a portfolio of high schools, coached high school principals, and led each network to top academic results. As Caliber's CEO, Terence prioritizes working closely with staff, parents, and students to ensure Caliber continues to be a place that exemplifies excellence in Bay Area public education.

Markus Mullarkey, Caliber Chief Operating Officer

Markus has spent over 15 years in marketing and leadership roles at successful blue-chip companies such as Proctor & Gamble, the Boston Consulting Group, and CNET Networks. He founded and grew his own mobile entertainment start-up for 8 years before joining Caliber. Markus has a passion for K-12 education, having consulted to EdTech companies in the sector and having served as a fundraising board member at his daughter's school. He also has a lifelong connection to the East Bay. He grew up and went to school in Richmond and Albany and now lives with his wife and two daughters only a few miles from Caliber: Beta Academy. Markus graduated from Harvard College and went on to complete an MBA and a post-graduate Finance Fellowship from Harvard Business School.

Community Outreach and Support

Members of the Vallejo community have demonstrated strong support for Caliber: High School. Since we began this project in 2019, we have experienced an outpouring of support, feedback, and input from Caliber Public Schools families. Since we have shared our intentions to submit a petition to Vallejo City Unified School District, we have built relationships with countless families from outside our Caliber Public Schools community looking to join in. We have been in discussions with ___ parents in the Vallejo community who have expressed interest in enrolling at Caliber: High School and hosting events for friends they believe would be interested in enrolling. As of September 1st, 2021, our Founding Team has held hundreds of conversations and small group meetings with community, District, and parent leaders

from across the District, held three open houses, and spoken with hundreds of families, community leaders, and teachers at local community events.

We have collected more than [TBD] petition signatures from parents who are meaningfully interested in enrolling their children at Caliber: High School. These signatures can be found in Appendix___. We have specific plans for continued outreach as we progress through the school planning and start-up phases. See Element G for information regarding community meetings held thus far as well as a student recruitment plan. In addition, Appendix shows sample distribution materials shared within the community.

Caliber is also committed to being a presence within our community in Vallejo, and we are delighted to have been able to bring our school out into the larger Vallejo community by sponsoring and sponsoring a number of local events and tabling at the weekly Farmers Market, the Vallejo Art Walk, and other regular Vallejo events.

In addition to strong support from families, we have received strong support from a number of community leaders. These leaders have visited our Caliber: ChangeMakers campus to observe our model and share our commitment to providing educational options that prepare students for competitive colleges, careers and communities. See Appendix for letters of support from

Strong communication and substantive collaboration with families and the community will continue to be a hallmark of Caliber: High School. Working together, we will provide students with an education that equips them with the knowledge, character, and skills they will need to succeed in college, career, and community.

External Partners

Caliber: High School will seek to draw upon the experience and expertise of external partners to ensure the fulfillment of our mission. The following represent formal partners from whom we will receive support and/or resources.

Silicon Schools Fund

Silicon Schools Fund's mission is to "fund the creation of new schools throughout the Bay Area that foster innovation and personalization to discover the next generation of schools in America."¹ The organization has invested in over 15 schools throughout the Bay Area, including charter, district, and independent schools that serve a diverse set of student populations.

Tipping Point Community

The Tipping Point Community is a non-profit organization committed to fighting poverty in the Bay Area for the 1.1 million people who don't have the resources to meet their basic needs. Tipping point collaborates with organizations devoted to equity in education, housing, early childhood, and employment to sustain organizational sustainability and impact.²

¹ <http://www.siliconschools.com>

² <https://tippingpoint.org/>

Charter School Growth Fund

The Charter School Growth Fund identifies the country's best public charter schools, funds their expansion, and helps to increase their impact.³ They are driven by a conviction that all children deserve great public schools in their communities.

Urban Assembly Resilient Scholars

The Urban Assembly is a non-profit organization dedicated to supporting social and economic mobility by providing youth with the academic and life skills necessary for postsecondary success. The Resilient Scholars Program is a guided implementation platform and process to strategically design, implement, and monitor social-emotional learning environments and experiences.⁴

The Vallejo Project

The Vallejo Project is a community service center designed to improve student outcomes by connecting youth to multi-generational enrichment and development opportunities in the trades of art, wellness, and culture.

Rivet School

Rivet School supports traditionally underserved students on their journey to a college degree by blending online learning, financial aid, and real-life advising to support students to earn a BA and move into the workforce.⁵ Founded in 2018, Rivet School has the mission of building a college experience designed entirely around the needs of real students.

Instruction Partners

Instruction Partners works shoulder to shoulder with educators to support great teaching and accelerate student learning. They focus on small systems, including districts and charters, and they work to ensure equitable access to great instruction for students in poverty, students of color, students learning English, and students with disabilities.⁶

³ <https://chartergrowthfund.org/>

⁴ <https://urbanassembly.org/about/about>; <https://www.resilientscholars.org/>

⁵ rivetschool.org

⁶ <https://instructionpartners.org/who-we-are/>

Element A: Description of the Educational Program

The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” - Education Code Section 47605(c)(5)(A)(i)

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school, and the specific annual actions to achieve those goals. - Education Code Section 47605(c)(5)(A)(ii)

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements. - Education Code Section 47605(c)(5)(A)(iii)

Section A.1: Target Population

Caliber: High School will grow to serve students in grades 9-12 throughout the Vallejo City Unified School District. Caliber: High School will serve all families who apply for their children in grades 9-12, as grades are phased in. When the number of applications received exceeds the number of available spaces, a public random drawing will be held to determine admission. A waitlist will be maintained if necessary.

In the Charter School’s first year, 2022-23, we aim to serve a 9th grade class of 150 students. Caliber: High School will reach its full enrollment in 2025-26, with 600 students, as represented in the table below.

Table. Projected Enrollment for Caliber: High School

Grade	2022-23	2023-24	2024-25	2025-26	2026-27
9	150	150	150	150	150
10		150	150	150	150
11			150	150	150
12				150	150

Caliber: High School will seek to enroll a student population that mirrors the ethnic, racial, special education, EL, and socioeconomic diversity of the general population of the District. Caliber Public

Schools' current school in VCUSD, Caliber: ChangeMakers Academy, has enrollment demographics already closely aligned with the District. Caliber: High School will continue to build on ChangeMakers' strong tradition of recruiting families from across our city so that our high school mirrors the demographics of the District in terms of race, ethnicity, English Learner status, and Special Education population. While not necessarily exactly the same as the general population of the District, the demographics of local high schools, Jesse M. Bethel, Vallejo High, and Mare Island Technology Academy, are presented below.

Table: Enrollment at VCUSD high schools, 2019-20

High Schools	# Students	African American	Asian American/Pacific Islander	Filipino	Hispanic or Latino	White	2 or more races reported/ none reported
Jesse M Bethel High	1,595	446 28%	93 5.8%	355 22.3%	537 33.7%	104 6.5%	56 3.4%
Vallejo High	1,593	421 26.4%	51 3.2%	218 13.7%	800 50.2%	76 4.8%	22 1.4%
MIT Academy	551	82 14.9%	35 6.4%	120 21.8%	244 44.3%	49 8.9%	20 3.6%

Source: CDE DataQuest

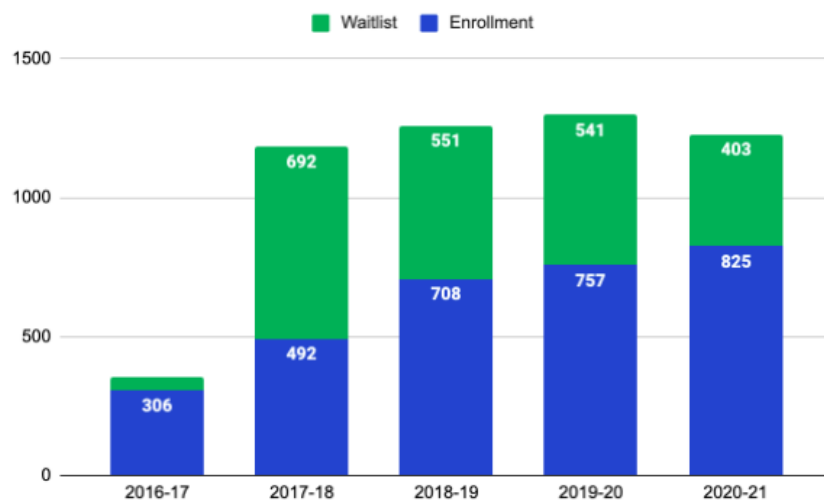
Section A.1.1 Interests of the Entire Community

The need for a Caliber: High School has been established through community demand, the performance of the existing traditional public schools ChangeMakers graduates attend, and support from key community partners.

The Caliber: High School model represents a set of programmatic offerings that are not currently available in the District and thus would not duplicate a program currently offered within the District. There is no current community high school option in Vallejo that places an emphasis on social-emotional learning as the tool for academic achievement. At Caliber: High School, we know we are not just teaching students. We're teaching human beings who are growing up in a world we could have never imagined. The key social and emotional skills we prioritize at Caliber: High School will foster resiliency and adaptive leadership in our students to persist in college and career to improve our city's rate of college educated population and contribute to the economic growth currently underway in Vallejo.

Demand for a Caliber: High School is demonstrated by the parent signatures that accompany this petition and by the long waitlists at Caliber: ChangeMakers Academy each year.

Figure: Enrollment and Waitlist since Opening



This consistent demand for a Caliber school demonstrates that families in Vallejo value our approach to social-emotional learning and academics, and have faith in the program we have built.

Caliber: High School will not undermine existing services, academic offerings, or programmatic offerings from the District. Instead, we hope that the Caliber: High School will keep more families within the bounds of VCUSD for high school. Data describing where families choose to go for high school also suggests that a Caliber: High School would keep more students within the bounds of VCUSD. For the last three years, we have found that large numbers of families with students who have graduated from Caliber are choosing out-of-district high schools. In 2019, 33.7% of families with a graduating Caliber 8th grader left the Vallejo City Unified School District. In 2020, this number was 27.7%. As the District continues to face declining enrollment, there is significant evidence demonstrating that Caliber: High School will support efforts to keep students in Vallejo.

Need for educational options is also demonstrated by the performance of existing VCUSD high schools for the total population and disaggregated subgroups.

Table: ELA results in VCUSD (% proficient)

Schools	2018-19	2017-18	2016-17
Jesse M Bethel High	34.33%	47.82%	57.03%
Vallejo High	24.79%	19.41%	31.38%
MIT Academy	66.40%	62.81%	61.80%
VCUSD High Schools	28.56%	32.18%	40.71%

Source: CDE DataQuest

Overall there has been a decline over the last three years in which Summative ELA CAASPP proficiency has been administered at Vallejo High and Jesse M. Bethel High. Caliber Public Schools already has a track record of being among VCUSD's top performers in ELA, and can support more students in Vallejo achieve proficiency in ELA.

Table: Math results in VCUSD (% proficient)

Schools	2018-19	2017-18	2016-17
Jesse M Bethel High	12.12	15.06%	23.35%
Vallejo High	11.58%	9.57%	10.06%
MIT Academy	35.38%	27.64%	33.34%
VCUSD High Schools	11.05%	11.74%	15.31%

Source: CDE DataQuest

Math results have been flat or declining over time across the Vallejo high schools that administered Summative CAASPP, according to most recent data. While disaggregating by race, ethnicity, EL status, and special education status, the data demonstrates that regular achievement gaps exist across schools in VCUSD as well. Because Math proficiency levels have been historically lower than ELA, Caliber: High School has taken an intentional approach to ensure that Math instruction is designed to serve students who have not experienced much academic success in Math (see Section A.3.3). This research-backed approach will support more students to achieve Math proficiency in Vallejo.

In addition to proficiency rates in ELA and Math, other data demonstrate the need for Caliber: High School. Data continue to show that we need more students in VCUSD to graduate meeting UC/ CSU requirements, which can represent a baseline for college preparation.

Table: Graduation Rates and outcomes, 2020

Schools	Graduation Rate	Number of Graduating Students	Number of Graduates Meeting UC/CSU Requirements
Jesse M Bethel High	86.8%	309	127 (41%)
Vallejo High	72.6%	401	85 (21%)
MIT Academy	86.6%	127	110 (86.6%)

Source: CDE DataQuest

The table above demonstrates that not enough graduates are leaving high schools with the knowledge and skills to be able to attend our state's colleges and universities. The Caliber: High School program is designed to make this an option for each student. See the Graduation Requirements table (Section A.5) for how the Caliber: High School graduation requirements are designed specifically with this outcome in mind.

Caliber: Changemakers' documented academic achievement outcomes in Vallejo demonstrate Caliber Public Schools' organizational ability to support VCUSD in its mission to produce more high school graduates who are prepared for the rigors of college and career.

Suspension rates are areas in which Caliber as an organization has been able to accomplish significant outcomes. Suspensions rates throughout Vallejo remain higher than the state average, and the rate in high schools is also very high.

Table: Suspension Rates: VCUSD and State of California (2019-20)

	2017-18	2018-19	2019 -20
Jesse M Bethel High	10.9%	12%	8.5%
Vallejo High	13.8%		10.6%
Caliber: ChangeMakers Academy	0%	0%	0.1%
VCUSD (all schools)	8.7%	9.1%	6.7%
State of California	3.5%	3.4%	2.5%

Source: CDE DataQuest

The Caliber Public Schools SEL programming and close relationships with parents are key drivers of success in these areas. In order to build on these successes beyond the TK-8 level, the process of extending this programming to the high school level is already underway for our organization. We understand that while we have a strong foundation for school culture, we cannot simply duplicate our work from Caliber: ChangeMakers to build a thriving and successful high school with outstanding academic and discipline-related results. A draft of the Caliber Public Schools Healthy Schools Framework for high school can be found in Appendix__ and we have already begun the work of identifying key school culture and program indicators through our partnership with the Urban Assembly, a national leader on social-emotional learning. A summary of key culture indicators and a scope of work for Year 0 of the Caliber: High School SEL program can be found in Appendix__. As a result, we are confident that we have taken all the necessary steps at the petition stage to ensure that our SEL program will translate well to the high school level and we will be able to maintain these excellent outcomes in suspension rates.

Section A.1.2 Caliber Meets the Documented Need

Based on the data above, Caliber Public Schools sees a number of identified needs which can be addressed through the establishment of a Caliber: High School program. The Caliber: High School program details are the result of input from Caliber teachers, students, and staff from our design process. The alignment between the identified needs and the Caliber: High School programming model are summarized in the table below.

Table: Identified Needs and Caliber: High School Programs

Community Needs	Caliber: High School Programs to Address Community Need
1. Increased achievement in ELA and Math	<ol style="list-style-type: none"> 1. Standards-based curriculum to be mastered by every student 2. Focus on higher-order thinking skills 3. Intervention programs and specialized course placement based on student achievement data 4. Tutoring and Office Hours: Time for extra help from peers, cross-age tutors, and teachers 5. Summer extension: Opportunities for students to remediate or accelerate in Caliber: High School programming in the summer 6. 1:1 Mentoring from Advisors
2. Increased College Eligibility	<ol style="list-style-type: none"> 1. Completion of A-G courses is required for graduation 2. Robust college and career counseling, in tandem with advisory, beginning in 9th grade 3. Focused instruction of academic habits through grade level teams 4. Intervention programs and specialized course placement based on student achievement data 5. Tutoring and Office Hours: Time for extra help from peers, cross-age tutors, and teachers 6. Expository Reading & Writing Curriculum (ERWC) as 12th grade English course
3. Increased graduation rate	<ol style="list-style-type: none"> 1. 1:1 Mentoring from Advisors 2. Robust college and career counseling, in tandem with advisory, beginning in 9th grade 3. Focused instruction of academic habits through grade level teams 4. Social-Emotional Learning and Culturally Responsive Teaching infused into regular curricula and school-wide teaching practices 5. Restorative Justice Discipline Model 6. College and Career Experiences: students visit colleges and workplaces and see the connection between their goals and high school graduation 7. Summer Programming: Opportunities to stay engaged with school or a summer program between academic years 8. Intervention programs and specialized course placement based on student achievement data 9. Tutoring and Office Hours: Time for extra help from peers, cross-age tutors, and teachers
4. Decreased Suspensions	<ol style="list-style-type: none"> 1. 1:1 Mentoring from Advisors 2. Close relationships with adults and students fostered through advisory and school culture 3. Social-Emotional Learning and Culturally Responsive Teaching infused into regular curricula and school-wide teaching practices 4. Restorative Justice Discipline Model 5. College and Career Experiences: students visit colleges and workplaces and see the connection between their goals and high school graduation

	6. Summer Programming: Opportunities to stay engaged with school or a summer program between academic years 7. Intervention programs and specialized course placement based on student achievement data 8. Tutoring and Office Hours: Time for extra help from peers, cross-age tutors, and teachers 9. Pro-active trauma informed care from licensed clinicians and social worker
5. Community-Based Leadership	1. 1:1 Mentoring from Advisors 2. Close relationships with adults and students fostered through advisory and school culture 3. Social-Emotional Learning and Culturally Responsive Teaching infused into regular curricula and school-wide teaching practices 4. College and Career Experiences: students visit colleges and workplaces and see the connection between their goals and high school graduation 5. Summer Programming: Opportunities to stay engaged with school or a community summer program between academic years

Caliber Public Schools has been addressing the academic and social-emotional learning needs of students of Vallejo for the past six years. The design for the Caliber: High School builds on these successes and incorporates our learning from the top urban public high schools to be a cogent model for whole-student success. Small school size, focus on leadership and social-emotional programming, high academic expectations for all, data-informed planning, strong intervention programs, specific programming for students with special needs and English learners, and a robust advisory and college and career counseling program all contribute to an environment that is sure to produce excellent academic outcomes for students in Vallejo.

Section A.2: Caliber Public Schools Core Beliefs

Caliber Public Schools aims to provide all students with a challenging, engaging, relevant and personalized education that equips our young people with the knowledge, character, and skills they will need to succeed in competitive colleges and careers.

We believe all children can succeed in the college and/ or career of their choice without a need for remediation if they experience high-quality instruction, appropriate support, and a caring school community. All of our staff are united in this belief and dedicated to its execution.

What sets Caliber: High School apart is our unwavering focus on Social-Emotional Learning and Leadership. We define leadership as a combination of both competence and confidence; our students will be equipped with requisite academic knowledge and self-knowledge in order to be able to navigate a future where they will be asked to adapt constantly. At Caliber: High School, social-emotional learning is the platform for academic achievement. We are building a high school that meets our moment in history. By equipping all of our students with the knowledge and skills they need to be successful in college and career, we give them the tools for success in the external world. Not only does Caliber: High School provide these non-negotiables for our students, but we aim to create an environment where

students feel safe in their self-knowledge and their growth to constantly adapt to our ever-changing world.

Our educational philosophy derives from lessons we have learned from high-performing urban schools and research on effective practices to raise student achievement. Additionally, our dedication to personal relationships and our desire to deeply engage students in inquiries of self and our society requires us to design a school environment that prioritizes learning, interpersonal relationships, and a vision for collective success.

Section A.2.1: Vision for Caliber: High School

The City of Vallejo represents a cross-section of our nation's diversity and a standard for multicultural community leadership through times of constant change. Our city is the optimal launch point for the future leaders of our state and country looking to build a more just and equitable world. Our graduates will not only be academically prepared for the college or career of their choice, but will also deeply know themselves and the value of community in order to be a positive force in their own lives, within their communities, and among our global society.

Goals for Caliber: High School

The goal of the Caliber: High School is to achieve educational equity by ensuring each student graduates with (1) academic skills to succeed in college, (2) a plan for college and career informed by self-knowledge and knowledge of the world, (3) a deep understanding of the value of community, and (4) leadership skills to adapt and relate to an ever-changing world.

Our model is designed to prepare 100% of our students for college. In order to achieve our mission, every student will need to continue their education beyond high school in some form. For most students, this will mean completing a four-year college degree.

Graduate Profile

Caliber: High School graduates will be prepared to lead in an ever-changing world by adhering to Caliber's four pillars.

SMART	Graduates will be academically college-ready regardless of whether they chose to pursue post-secondary education immediately after high school graduation. If they go into a 2-year or 4-year college, they will not need remediation. Graduates will have exposure and experience to a variety of postsecondary pathways, along with mentorship to be able to make informed personal career choices and be lifelong learners.
THINK	Graduates will be critical thinkers and problem-solvers who can contextualize problems historically, economically, and socially. They will be adaptive, interdisciplinary thinkers who work well in teams and think within and outside traditional paradigms.
HEART	Graduates deeply know themselves, their motivations, and their communities. They will be able to build relationships and maintain their sense of self when communicating across lines of difference in order to foster a more just, compassionate and equitable world.

ACT	Graduates will understand and be able to apply the ways that race, gender, class, and other markers of identity intersect to impact American society. Graduates will understand the issues they care deeply about and will have the tools and contextual knowledge to navigate systems of power to make positive impacts on their own lives and within their communities. Students will be able to identify systems of oppression, how they manifest as societal inequities and critically reflect on solutions.
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Theory of Change

By providing a rigorous college preparatory curriculum that validates and affirms student identities and experiences for all students alongside intentional Social Emotional Learning (“SEL”) instruction and opportunities to apply lessons in the real world, all graduates will have the skills needed to succeed in an environment where they will constantly be asked to adapt.

Core Values

Caliber: High School intends to continue to embody the core values of Caliber schools: Feedback, Affirmation and Validation, Collective Responsibility, and Empathy and Kindness. Students and staff are expected to live by these core values every day.

Core Value	Meaning
Feedback	We only improve and learn when we are dedicated to continuous improvement. We share honest and specific feedback with one another gracefully and respectfully. We are eager to hear about progress and remain open to feedback.
Affirmation and Validation	We affirm and validate the identities, strengths, and passions of each person. We look to get to know one another on a personal level so we might be able to support them.
Collective Responsibility	It is all of our responsibility to meet our collective goals. We rarely achieve anything on our own.
Empathy and Kindness	We believe that mutual understanding is how we grow together. We show respect and kindness to one another.

We believe that these core values provide the foundation of a school culture for high schoolers, who are looking to their future beyond school. In addition, we intend to ensure we prioritize

- Meaningful and Deep relationships
- Restorative practices
- Continuous learning for all

Organizational Supports to Achieve the Vision

Caliber: High School will be a part of the Caliber Public Schools network. The Caliber Public Schools network provides support to all of Caliber Public Schools’ charter schools through its School Support Organization (“SSO”) team. All charter schools in the network receive support and services from the SSO in exchange for a fee. Services include:

- Hiring School Leaders for each Caliber Public School
- Holding School Leaders accountable for the academic and fiscal performance of the Charter School
- Recruiting school teachers and staff jointly with School Leaders

- Advocating on behalf of Caliber Public Schools by working to establish partnerships with community organizations, institutions of higher learning, and foundations and corporate entities that support public education
- Providing high-quality training and support for School Leaders, Directors of Operations, and other school staff
- Developing training materials to be used by School Leaders and Operations Leads at each school site
- Providing technical support, including on-site tech support staff, network support, and hardware and software procurement, installation, and maintenance
- Budgeting and Financial Reporting
- Providing support with marketing for student recruitment
- Identifying, planning, and overseeing real estate projects
- Providing technical support, including on-site tech support staff, network support, and hardware and software procurement, installation and maintenance
- Providing budgeting and financial reporting support
- Managing compliance activities jointly with School Leaders
- Fundraising
- Management of data and analytics
- Curriculum development and instructional priorities, along with aligned training and support

School Leaders at each Caliber Public Schools charter school have the responsibility for the execution of the academic and social-emotional program, along with developing relationships with parents, enrollment, relationships with the chartering authority and community groups, and supervision of school-based employees.

Section A.2.2: The Caliber: High School Model Core and Key Supports

Three key design principles for Caliber: High School are interdependent and at the center of every decision we make about school programming. Our definition of leadership is rooted in social-emotional learning and academic preparedness, and we place these on equal footing. To the team at Caliber: High School, leadership after high school means having the resilience, adaptability, and skills to be able to lead a life full of choice.

Our dedication to our students' academic and personal success depends on our investments in their social-emotional learning as well as their academic preparation. Our model does not push students toward the highest wage-earning professions, or currently-foreseen technology needs, because these things are fickle in our world today. More important to us is that our students have the tools they need in order to make independent, thoughtful, and well-informed choices about their lives and take ownership over their learning. This, we believe, is the key to a fulfilling life.

When each of our design principles is in interaction with one another, it provides the perfect environment for a student on a journey of supported self-discovery. By using our definition of leadership as a unifying concept, we hold high academic expectations alongside a safe, supportive, and welcoming environment in which students may experiment with many career paths, colleges, and other postsecondary pathways.

Design Principle	Enabling Programming	Features & Investments
Leadership as an iterative process	<ul style="list-style-type: none"> • Deep relationships with adults and other students • Novel experiences inside and outside the classroom with reflection 	<ul style="list-style-type: none"> • Advisor-student relationships • Advisory curriculum thread: leadership and personal plans for progress • Student-Led Conferences • Community Engagement Graduation Requirements • Summer Programming • Career Experiences (Job Shadow, Industry Days)
Social-Emotional Skills as foundation for adaptability and resilience	<ul style="list-style-type: none"> • Full SEL integration across program and school culture • SEL infused into teaching practices and curricula across the content areas • School policies and organizational structures to support social-emotional development 	<ul style="list-style-type: none"> • Department and Grade Level Teams with vertically and horizontally-aligned SEL practices • Restorative Justice Discipline System • Professional Development • Advisory curriculum thread: circles and social-emotional learning • On-site clinical team with Social Worker • Partnership with Resilient Scholar and the Urban Assembly to implement and monitor SEL program
Academic preparedness for College and Career	<ul style="list-style-type: none"> • Graduation Requirements more rigorous than A-G • Prioritization of high-quality teacher hiring • Annual achievement goals set around college benchmark targets • Individualized course placement 	<ul style="list-style-type: none"> • High-quality teacher professional development • Robust College and Career Counseling beginning in 9th grade • Robust intervention program • Community Engagement Graduation Requirements • Summer Programming • Partnership with Instruction Partners to align curriculum, professional development, and assessment to grade-level standards

Section A.3: What It Means to be an Educated Person in the 21st century

At Caliber: High School, becoming an educated person in the 21st century means:

- Possessing emotional intelligence and an inclusive mindset to have impact in an ever-changing world
- Robust problem-solving skills, especially in the face of new or conflicting information
- Strong foundation of academic skills and a broad knowledge base in the core disciplines of language arts, mathematics, science, social science, foreign language, and the arts

Section A.3.1 Emotional Intelligence and an inclusive mindset

At the core of Caliber: High School is the unwavering belief that an education that promotes social emotional learning gets academic and personal results. We believe that alongside strong academic preparation, a deep knowledge of the self, interpersonal skills, and emotional intelligence are the foundation to being able to navigate a world beyond high school and college that is constantly calling on us to live our values, see our common humanity, and demonstrate agency in creating the world we want to live in. While many schools purport to provide SEL education most often by citing community circles and restorative discipline, it is rarely at the core of their model, and even more rarely operationalized and monitored. We have built a high school with a fully integrated SEL model, complete with instructional, administrative, extracurricular, and college-preparatory goals and indicators. We have processes and supports to continuously monitor our program goals and implementation. Currently there is no high school option for families in Vallejo seeking a strong social-emotional foundation to academic preparedness.

According to the Collaborative for Academic, Social, and Emotional Learning (“CASEL”), not only does social emotional learning lead to improved academic outcomes and improved behavior, but it continues to pay off far into the future. According to CASEL, there are statistically significant associations between SEL skills at school and common quality of life metrics later in life. Students who experience a strong SEL program in their adolescence experience less conduct problems and emotional distress, alongside improved emotional skills and positive attitudes toward themselves, others, school, and work. This research is also supported by our partner, the Urban Assembly, which supports our SEL operational platform, Resilient Scholars.

Social Emotional Learning has the following short-term benefits:

- Improvement in pro-social behavior
- Improvement in Attitudes about Self, Others, and School
- Reduction in Problem Behaviors
- Reduction in Emotional Distress
- Increase in Standardized Achievement Test Scores
- Increase in Social and Emotional Skills

And the following long-term benefits:

- Increased high school graduation rates
- Increased college graduation rates
- Decreased likelihood of having a clinical mental health disorder
- Decreased likelihood of ever being arrested or becoming involved with the juvenile justice system
- Decreased likelihood of sexually transmitted infections and pregnancies

SEL programming is a core component of our program because we know that a strong SEL instruction and support is tied to our mission to prepare all students for a life where they use their agency to lead a life full of choice.

Our partnership with the Urban Assembly provides an essential platform for us to continuously monitor our social-emotional program throughout school systems, policies, and classroom practices. The knowledge, skills, and attitudes prioritized in an SEL programming are especially critical in adolescence because youth are undergoing tremendous emotional and cognitive changes. High school represents a significant opportunity to develop social and personal skills at such a critical juncture.

Students need more than academic and intellectual skills alone to thrive in college, career, and life. Caliber: High School's focus on Social-Emotional Learning will contribute to an overall school environment that seeks to affirm each student's individuality and potential alongside our collective humanity and desire for impact. We know that learning is a holistic endeavor, and that social-emotional development must be held on a pedestal alongside academic readiness.

We also know that strong student-teacher relationships are associated with higher academic achievement and a more positive association with school, stemming from improved motivation and self-esteem. Advisory, which meets four times per week, is the foundation for social-emotional learning, including the self-discovery and reflection needed to identify personal goals and make strides toward an informed and empowered decision about college and career. We know that a student's likelihood of persisting through a post-secondary plan is increased significantly by the quality of their relationships with adults at school. We also see the advisory period as the central time where adults and students form strong and positive relationships with one another. Beginning in the 9th grade, students have an advisor who helps them set goals, serves as the main liaison between parents and the student's teachers, and the "home base" for practicing and reflecting upon social emotional learning goals.

Students benefit from a variety of activities and curricula that occur in Advisory. Advisors conduct regular goal-setting conferences with each individual advisee, implement an Advisory curriculum rooted in social-emotional learning, and facilitate critical conversations about current events of interest.

In addition to the social-emotional curriculum, students will regularly reflect on noncognitive habits to be successful in college and beyond.

Section A.3.2 Revising and refining a worldview

To be an educated person in the 21st century means to be able to lean on technology, personal and social awareness, and the dispositions, skills, and knowledge from a variety of disciplines to iterate on our understanding of the world.

The Caliber: High School model, from regular classroom instruction to our Career Technical Education ("CTE") program, is designed to provide the conditions for students to quantitatively and qualitatively reason to solve interdisciplinary problems without finite solutions.

The learning systems of the 20th century still underpin a majority of the schools in the United States. The transmission of knowledge has driven the schooling system towards a highly individualized, sorting-centric mechanism which can only deliver equitable results unreliably. According to Transcend

Education, there are a number of “leaps” schooling must make in order to properly respond to the demands and opportunities in the 21st century. Caliber: High School’s model embraces these leaps and operationalizes them in the following ways:

- From unequal expectations and opportunities to high expectations with unlimited opportunities:
- From narrow focus to whole-child focus:
- From assimilation and marginalization to affirmation of self- and others:
- From reinforcement of the status quo to social consciousness and action:
- From passive compliance to active self- direction:
- From siloed schooling to anytime, anywhere learning:

The days of choosing a career path and following it linearly are far behind us. We expect our students to be thinking actively about the role they’d like to play in the world. This requires constantly revisiting personal goals and adjusting personal priorities in the face of new experience and information. On the personal level, our students revisit their plans for post-secondary education or career regularly.

This same stance applies to the way we expect students to reflect on their learning. In the classroom, students will not expect to hold the same set of opinions and beliefs over the course of their high school career. We believe that a critical component of success in the 21st century is to be adaptable and flexible in the face of new information and challenges. A focus on digital literacy, thinking routines, and discussion-based learning in the classroom will facilitate the open exchange of ideas and normalize changing our mind when the way we used to think does not suit the present moment anymore. At Caliber: High School, we will celebrate moments where our worldviews evolve to be more inclusive as we grow.

Problem-solving is built into our instructional model for Math, Science, and Social Studies.

In mathematics classes, students will benefit from both personalized skill-building and mathematical fluency periods, as well as real-world, analytical problem-solving daily. This model blends the three components of rigor in mathematics classrooms: conceptual understanding, procedural skills, and fluency and application. This model builds up to the point where students can evaluate data and information from a variety of quantitative sources and defend a solution where no single right answer exists.

In science classes, students will form research-based hypotheses and design experiments to test these hypotheses, all in accordance with the scientific method. This inquiry-based approach intentionally moves away from teaching science as a body of knowledge to be consumed; but rather a set of skills, knowledge, and dispositions to be applied to relevant problems.

In social studies classes, students will research complex questions spanning time, space, and societal factors. By applying historical trends, discipline-specific knowledge, and quantitative and qualitative reasoning, students will be prepared to constantly analyze and evaluate the world around them according to a different set of criteria. The aim of our social studies program is to develop engaged, principled, and reflective citizens in our city and global society.

Section A.3.3 Strong academic foundation across the disciplines

The academic program at Caliber: High School will be college-and-career preparatory, with the necessary support and extensions in place for all students to access the curriculum. In each discipline, the relevant learning dispositions and skills will be centered. In order for our students to access college-level work by the 12th grade, every single classroom at Caliber: High School will offer grade-level assignments, strong instruction, deep engagement, and high expectations.

The content of the Caliber: High School curriculum is focused on building essential academic skills for college preparation with an emphasis on higher-order thinking processes, metacognition, and cross-disciplinary connections. Caliber: High School will offer the standard age-appropriate curricula for English, Science, Mathematics, Social Sciences, and Visual and Performing Arts.

In line with our mission to prepare all students for success in college and career, Caliber High School will adopt the Common Core State Standards, Next Generation Science Standards, English Language Development (“ELD”) Standards, History-Social Science Framework, any other applicable state content standards and frameworks (hereinafter, collectively “State Standards”) and the American College Test (“ACT”) College and Career Readiness Standards (“CCRS”). Taken together, these standards provide a steady framework for college and career preparation.

Discipline-specific departments will work together as teams each year to set academic goals for their courses and engage in vertical alignment and professional development activities.

English

Caliber: High School’s English curriculum will emphasize authentic texts and will prioritize students’ work as readers, writers, and speakers by applying their skills both creatively and analytically. The curriculum will be planned according to the Common Core State Standards (“CCSS”). When students are encouraged to see a connection between literature and their own lives, their interest in reading and writing is sparked. Literature provides an opportunity for students to explore disparate cultures and lifestyles in a variety of social and historical settings. Encouraging students to engage with the text and experiment with the different conflicts and choices that the characters confront will provide students with invaluable opportunities to make more conscious choices about who they are and who they want to become. The English Language Arts (“ELA”) curriculum will include Culturally Relevant Pedagogy and literature focused on the lives, backgrounds, and culture of the students it serves.

Reading: Students at Caliber: High School will read a variety of texts across genres. In developing syllabi, emphasis will be placed on culturally relevant literature so that students are exposed to a wide array of written and spoken work. The English department will address vertical alignment by increasing text complexity through the four years of high school to ensure all students can access college-level texts upon graduation. Students will go beyond the literal meaning of text to develop deep analytical skills, make connections, and synthesize.

Writing: The Caliber: High School English program will place a heavy emphasis on preparing students for college-level writing. Beginning in 9th grade, students will be expected to write analytical, argumentative, informational, and narrative pieces. The writing process will be a crucial part of the ELA curriculum; it will allow students to improve the content, clarity and style of their writing with the support of a peer audience, written feedback from the teacher, and one-on-one student-teacher writing conferences. At each grade level, vocabulary, writing mechanics and organizational skills will be honed

through the writing process and a planned and structured series of challenging writing assignments and projects.

Speaking and Listening: Students will also be prepared to communicate effectively. They will be asked to collaborate, participate in discussions regularly, and reflect on their growth as oral communicators. Class discussions, presentations, and seminars will provide a space for students to refine their listening, collaboration, and critical thinking skills.

After extensive research into high-quality ELA curricula for high school, the team at Caliber: High School believes that Fishtank Learning is best suited to support our students to be critical readers, writers, and thinkers in grades 9-11.

The following guiding principles underpin the philosophy of English Instruction⁷:

- Text First: there is power in rich and nuanced texts to spark student thinking
- Content Selection: selected texts must both affirm students' cultures and expose them to great literature
- Writing Instruction: writing instruction should teach scholars to construct persuasive arguments and express their own voices
- Word Knowledge: word knowledge is built through both explicit instruction and exposure to content
- Discussion: discussion is a powerful tool for testing out ideas and strengthening thinking
- Lifelong learning: teachers should aim to cultivate voracious, inquisitive readers, writers, and thinkers.

Fishtank's emphasis on culturally responsive text and college-preparatory-aligned standards-based curricula makes them an essential match for the Caliber: High School English Department.

Please find a sample unit outline for English I (9th grade) in Appendix__.

In the 11th and 12th grades, students will have the option to take Advanced Placement English Language (11th grade) and Advanced Placement English Literature (12th).

In 12th grade, the non-AP English class offering will be Expository Reading and Writing Curriculum ("ERWC"), designed by the Center for the Advancement of Reading and Writing at the California State University ("CSU").⁸ The curriculum is designed to bridge the high school- to college experience by emphasizing an inquiry-based approach and rhetorical writing aligned to state literacy standards. College-level writing is a common barrier to success and an often-reported challenge for first-year college students, and we believe this choice will make that transition more accessible for Caliber: High School 12th graders.

Mathematics

In order for students to be successful, they will need to think critically and apply their knowledge of mathematics in new ways. Instruction in the Math department will center the CCSS, and therefore will emphasize multiple aspects of rigor: procedural fluency, conceptual understanding, and application.

⁷ <https://www.fishtanklearning.org/curriculum/ela/>

⁸ <https://www2.calstate.edu/CAR/Pages/erwc.aspx>

The incorporation of data-driven instruction into Caliber: High School’s instructional program will ensure that students receive highly targeted instruction at their mathematics level and will provide valuable data with which teachers can inform their instruction.

We believe that there is a lot of room in the Mathematics classroom to integrate more purposeful SEL infusions to counter the more traditional “answer-getting” Mathematics instruction that has characterized many public classrooms in the United States. By teaching toward sense-making, with an emphasis on self-awareness, reflection, and self-efficacy, the Mathematics team at Caliber: High School will support students beyond procedural fluency and toward constant problem-solving, pattern recognition, and an appreciation for Mathematics.

Caliber: High School will offer a traditional pathway for core mathematics instruction aligned to the CCSS, with the goal of having all students complete Pre-Calculus by graduation. We believe this is an important goal to maintain in light of our ambitious goals around college and career readiness. All students will take an incoming Mathematics assessment, which will place them in an appropriately challenging Math course in the 9th grade. CCSS content standards describe a progression of algebra from Kindergarten through Grade 8 that leads to the CCSS Algebra 1 course in high school. CCSS Algebra 1 does not repeat content from CCSS Math 8, but rather builds on the content students learned in CCSS Math 8 and will be the core course for 9th graders in high school. Another goal for Caliber: High School is to provide an Advanced Placement Mathematics course for as many students who are prepared to and would like to take it. Our core Mathematics sequence provides the focus, rigor, and coherence called for by the CCSS and supports equity by supporting students where they are when they arrive and providing opportunities to accelerate their Math track to gain access to even more rigorous opportunities in Mathematics.

The Illustrative Mathematics curriculum is a strong fit for our academic mission at Caliber: High School because of its problem-based curriculum designed to address content and practice standards in real-world contexts.⁹ The curriculum is completely aligned to college and career-ready standards, and allows students to solve problems in real-world contexts and then develop arguments using clear and precise language. Underpinning the curriculum is focus, coherence, and rigor. The instructional approach emphasizes the three aspects of mathematical rigor: procedural fluency, conceptual understanding, and application.

Because the Illustrative Mathematics curriculum is also designed to spark discussion about and perseverance with mathematics, we find it to provide a strong platform for our SEL programming as well. Students can practice self- and social-awareness in an environment where they are able to voice understandings, take risks, and collaboratively problem-solve.

Because Mathematics is a major focus area for our organization and VCUSD, we want to be intentional about how we ensure that students have a positive association with mathematics instruction and see the subject as accessible, interesting, valuable, and enjoyable. It is critical to us that traditionally underrepresented groups in STEM fields, such as Black and African American students, Latinx students, and women and girls, find success in Math and Science classes at Caliber: High School. The Caliber: High School approach to Mathematics instruction also heavily incorporates learning about culturally

⁹ <https://illustrativemathematics.org/math-curriculum/>

responsive teaching from Zaretta Hammond's *Culturally Responsive Teaching and the Brain*. According to Hammond, culturally responsive teaching is "rebuilding trust with [students] through a learning partnership, and using that rapport and trust to get permission from students to push them into their zone of proximal development."¹⁰ Math teachers will use the strategies described by Hammond in her research to develop a culturally responsive math classroom, including "gamifying," or using repetition, problem-solving, or attention-grabbing activities while building academic skills; "make it social," or employing discussion-based routines and providing students with opportunities to revise their thinking and develop math language skills; and "storify", or employing narrative structure to develop coherent understanding of a concept. This approach, and specifically, strategies like these, will support students to experience academic success in the Math classroom at Caliber: High School.

History and Social Sciences

Caliber: High School's history and social studies department believes that history is a process involving investigation and detection of the nature, causes and effects of events, and changes that take place in human life over time. Caliber: High School's history and social studies department will be committed to creating democratic citizenship and developing historians who can acquire the knowledge and skills related to the several subjects that study the motives, actions, and consequences of human beings as they live individually and interdependently.

In order to meet these goals, students acquire the ability to use reasoning processes in economic, political, and social decision-making; comprehend the vocabulary, logic, and methodology of the several academic subject areas that make up the discipline of social studies; communicate ideas through speaking, listening, writing, and the use of other symbols with clarity and conviction; choose and use the most appropriate technology to research and develop social studies and historical understandings.

The Caliber: High School Social Sciences curriculum is heavily tied to the ACT pillar. In order for students to engage in the work of creating a more just and equitable world, they will need to tolerate ambiguity, contextualize history, and practice perspectives-taking. The Social Sciences department will be committed to developing historical and critical thinking skills across the curricula, along with essential reading, writing, and speaking skills. The alignment of anchor standards of the ELA CCSS allows for strong alignment in literacy skills with the English department, with an emphasis on informational and analytical non-fiction text. Students will also further develop oratorical and communication skills through frequent opportunities to engage in debate and discussion within the class. Students will learn to research and develop positions on complex historical and contemporary issues.

Students in their history and social sciences courses will be expected to read and analyze complex text, write analytically, and communicate in discussions. All Caliber: High School students will take the requisite History and Social Sciences courses for A-G completion (World History, US History or AP US History, and Government and Economics).

Students at Caliber: High School will be encouraged to develop a quality of open-mindedness that is reflected in respect for another point of view, tolerance for ambiguity, passion for truth, and respect for facts; sensitivity to various differences including those surrounding race, religion, gender, and ethnicity; the ability to make personal choices characterized by thoughtfulness, justice, and integrity.

¹⁰ Hammond, Zaretta L. 2015. *Culturally Responsive Teaching and the Brain*. Thousand Oaks, CA: Corwin Press.

Science

Caliber: High School's science vision is guided by Next Generation Science Standards ("NGSS") and emphasizes students' ability to think independently and creatively, work effectively and cooperatively concerning matters of a scientific nature, and find answers among the ever-growing volumes of scientific information. The science department will intentionally focus student learning to be inquiry and phenomena-based. Students will engage deeply across content areas in science, with particular focus to the three dimensions of learning, as identified by NGSS:

- Science and Engineering Practices
- Disciplinary Core Ideas
- Cross-Cutting Concepts

Caliber: High School's science department will offer a full science program that addresses a broad range of performance expectations across science domains. At Caliber: High School, all students will take at least 3 years of Science, with the opportunity to build on the foundational courses of Biology, Chemistry, and Physics by taking Computer Science or another AP-level Science course. This provides an integrated science approach that uses real-world scenarios to connect the various disciplines as a foundation within each course as well as AP courses and electives that provide for advanced study of different areas of science.

NGSS performance expectations ask students not only to know but to demonstrate their learning. The Science program will also focus on enabling all students to develop critical soft skills to complement content knowledge. Teachers will intentionally incorporate opportunities to develop soft skills into class experiences and classes will demand students to think critically, provide evidence, communicate effectively and defend reasoning, collaborate within teams, and design and engage in project-based learning.

Engineering, Technology and the Application of Science: The science program at Caliber: High School will also enable and equip all students to develop the skills and practice of engineering and applying their scientific knowledge to the world around them.

The NGSS also emphasize practices of science and engineering. These practices are defined as:¹¹

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

¹¹ (National Academy of Engineering and Committee on Standards for K–12 Engineering Education, NRC, K-12 Standards for Engineering? National Academies Press, Washington, DC, 2010):

Students will develop skills related to engineering by engaging in the process of design-build-iterate. For example, students will engage in design-thinking and projects, crafting and iterating on existing models, and adopting the practices of “how do scientists think about the world”, being observant of the world and questioning how and why. Further, students will have culminating experiences that demonstrate learning, such as science exhibitions, interdisciplinary projects, and group projects.

Technology is integrated into science and other classes at Caliber: High School in an effort to provide students with opportunities to enhance problem solving-techniques and critical thinking skills. The intent is to aid students with rapidly emerging software and hardware technologies that are available as problem solving, communication and research tools.

Foreign Language

Caliber: High School believes that the study of languages plays a vital role in preparing our students to become engaged global citizens, and it is therefore our goal to use the study of foreign languages to promote improved scholarship and citizenship.

Caliber will offer students the opportunity to take Spanish (for heritage and non-heritage speakers) and an additional foreign language to be determined. At Caliber: High School, we believe that studying language, even if the language is already known, can prepare students for engaged global citizenship and community activism, as well as refine their language and grammar skills in English.

All Caliber: High School students are required to take a language other than English, with encouragement to take additional language courses. In all foreign language courses, a premium will be placed on literacy in speaking, reading, writing, and listening.

Arts

Caliber: High School will offer a robust performing and visual arts education program to grow the talents of students. Instruction is organized to target the strands of artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications. In addition, literacy skills are woven into these enrichment classes.

Section A.4 How Learning Best Occurs

The Caliber: High School vision is based on a year-long effort by families and staff members to identify the key elements of a strong learning environment. Caliber: High School will build on these elements.

The following design principles encapsulate how learning best occurs:

- High-Quality Instruction
- Positive School Culture
- Research-Based best practices around adolescent academic and personal development
- Culturally Responsive Pedagogy
- Student-centered, Data-informed Instructional Practice
- Community Partnership

Section A.4.1 High-Quality Instruction

Excellent teaching is the foundation for student achievement. Caliber: High School is committed to hiring and developing an excellent teaching staff.

In order to be successful, students need extensive academic and social-emotional supports, as well as teaching based on best practices for these students, such as differentiated instruction, explicit literacy instruction across the curriculum, specific strategies to support English Learners and students with special needs.

Each classroom at Caliber: High School is designed to be able to gradually release strong academic habits over the course of a high school career. In order for students to be successful in a rapidly changing world, they need to be confident, courageous, and self-reflective. In order to bridge this experience from ninth to twelfth grade, we will release explicit instruction of these skills gradually. From the top performing schools around the country, we have learned that children thrive in safe and structured environments. We also know that students need space to take ownership over their learning and experience more autonomy to practice independence. This philosophy is present in our conception of high-quality instruction with how teachers will intentionally design lessons and units where skills are gradually released over time. For example, at the start of a ninth grade Algebra I course, students may need structured support or a set of guiding questions for how to attack a problem. As the courses progress, students may have some of these guiding questions or prompts removed, along with the provision of metacognitive reflective moments so students might identify their own processes or sets of guiding prompts. By the time they are in twelfth grade, students will not have the scaffold, but will be able to describe their thought process and approach without the presence of guiding questions.

Universal Design for Learning (“UDL”) is an approach to instruction that gives every child an opportunity to succeed, primarily due to its attention to the neurodiversity present in everyone. At Caliber: High School, all classrooms will exhibit evidence of UDL via its three main principles: engagement, representation, and action/ expression. The practice of UDL, for a teacher, is not to change the content or rigor of instruction, but rather to present information in a variety of ways and accept multiple representations of understanding so that barriers present in traditional classrooms are eliminated.¹² Students in a UDL classroom have a more direct line to instructional materials and content because multiple manners of engagement, understanding, and expression are valid. UDL requires our instructors to know their content area deeply and anticipate the multiple representations, responses, and solutions their students will bring to their content area. Some ways that UDL will be present in Caliber: High School classrooms include posted lesson goals which students have multiple opportunities to return to, regular feedback on process and product, multisensory engagement, and lesson design with attention to motivation and attention. For example, because the human attention span “resets” every ten minutes¹³, the Caliber: High School lesson plan template includes reminders to switch up the modality or focus of an activity every ten minutes.

High-quality instruction is also guided by individual student support. Teachers at Caliber: High School are expected to review student data to be able to differentiate and target individual needs. Technology provides us with opportunity to be able to empower teachers to meaningfully enhance their instruction by meeting students’ individual needs. We have budgeted to have a Chromebook for every student in class to support the ease of collecting in-the-moment achievement data. Caliber: High School has also identified software programs with track records of success in content delivery, facilitation of student

¹² Meyer, A., Rose, D, and Gordon, D. (2008). Universal design for Learning: Theory and practice. Wakefield, MA: CAST Professional Publishing

¹³ Medina, J. (2009). Brain rules. Pear Press.

practice, and management of student achievement data to be able to offer students extra opportunities for practice, instant feedback, and a lens for teachers into student work. The software programs Caliber: High School intends to utilize can be found in Appendix___. Because of these unique supports, it is our intention that our graduates are self- driven, reflective, and metacognitive about their learning.

Section A.4.2 Positive School Culture

We know that students are more likely to stay in school and be successful if they feel a strong sense of belonging. A close relationship with an adult on campus only serves to bolster those odds. Our school culture, and specifically, our advisory program, prioritize individualized relationship-building and mentoring.

A school culture rooted in key social and emotional learning skills will be the foundation for academic success. This starts with the teacher-student relationship. This interaction is one of the most important predictors of student academic success. According to the National School Climate Council, “Students who report feeling listened to by teachers, involved in decisions that affect their lives, provided with opportunities to exert autonomy, and accepted by peers are more motivated and perform better in school than those who lack these positive experiences.”¹⁴

Clarity and consistency with expectations and strong relationships among teachers and students will guide the development of a positive school culture. In order to develop conditions for these elements to exist, our work at Caliber: High School begins with our staff culture. We know that leadership practices and organizational structures have an impact on how adults feel at work and will influence teachers’ ability to build strong relationships with students and uphold a strong school culture.

Section A.4.3 Research-Based best practices around adolescent development

Research shows that consistent and high academic expectations help to support student self- efficacy. Our social-emotional learning curricula is designed to accelerate academic achievement by bolstering student self- awareness, self- management, social awareness, relationship skills, and responsible decision-making.

Section A.4.4 Culturally Responsive Teaching

Our aim in building Caliber: High School is to create a high-quality and responsive learning environment that welcomes the full range of diversity in our city, and aims to actively interrupt patterns of academic achievement and belonging by race and class. We lean on the work of Zaretta Hammond to inform the teaching and learning process. According to Hammond, Culturally Responsive Teaching is about improving instruction by incorporating our knowledge of culturally responsive pedagogy and cutting-edge neuroscience to provide academically rigorous and affirming learning experiences for diverse learners.¹⁵

¹⁴ <https://schoolclimate.org/>

¹⁵ Hammond, Zaretta L. 2015. Culturally Responsive Teaching and the Brain. Thousand Oaks, CA: Corwin Press.

Section A.4.5 Student-Centered, Data-Informed Instructional Practice

Caliber: High School will be relentless in its pursuit of measurable student outcomes for all subpopulations of students. For this reason, being able to access regular and accurate information regarding student learning will be a top priority for our school leadership team. Instructional Coaches and school administrators will regularly review student achievement data to plan for family communication, professional development planning, and other interventions throughout the school year.

We believe that student data about achievement can be valuable for planning and re-teaching. It can also be a helpful tool for supporting students with self-efficacy and advocacy. For students to be able to set SMART (specific, measurable, attainable, relevant, time-based) goals for their achievement, they, too, need regular feedback about their progress.

In addition to regular professional development and planning support, four days per year are specifically focused on data analysis. These days are calendared to follow major assessments so that teachers can delve deeply into their classes' student achievement data, identify misconceptions, the root causes of those misconceptions, and create re-teaching plans. Teachers will look closely at their instruction in relation to student outcomes, and select an instructional area of focus on this basis for future units. By allocating time and space for teachers to closely explore and respond to student data, we seek to build our teachers' knowledge, skills, and habits regarding analysis of data, such that these practices become deeply rooted in our culture.

The data sources we will use to inform our instructional practice and school-wide operations are described in Element C.

Section A.4.6 Community Partnership

We recognize that the strength of our school culture can only have an impact to the extent that we truly partner with our students' families and key community members in Vallejo. Students' social and emotional development is influenced just as much by their lives outside of school with their families and other community members.

The partnerships schools develop with student families can help to facilitate learning and development by maintaining regular communication with families, bringing families to campus whenever possible to meet teachers and learn about student work, and developing ways for families to connect with one another. We will regularly solicit family feedback on our academic, social-emotional, and school operations practices.

Caliber: High School has already developed deep partnerships with community members in Vallejo so we might be able to bring community organizations into our school building from the outset.

Section A.5 Graduation Requirements and Course Offerings

Graduation requirements reflect the values and structure of Caliber: High School. They are designed to ensure that all students meet the admissions requirements and are academically prepared for competitive, four-year colleges and universities. Caliber: High School's graduation requirements adhere to all state requirements and require that all students meet A-G requirements for admission to schools in the University of California and California State University systems. Students must earn a grade of "C" or higher to earn credit for a course, or "credit" where applicable.

Section A.5.1 Graduation Requirements

A summary of the Caliber: High School graduation requirements can be found below. The Caliber: High School graduation requirements are designed to meet or exceed the California state requirements and UC/CSU eligibility requirements.

Summary Table: Graduation Requirements

SUBJECT	CA STATE HS GRADUATION REQUIREMENTS	UNIVERSITY OF CALIFORNIA A-G	Caliber: High School Requirements
English	3 years	4 years	4 years
Math	2 years, incl. Algebra I	3 years, including Algebra I, II, Geometry	4 years
Science	2 years, incl. Biology & Physics	2 years (3 recommended)	3 years
History and Social Studies	3 years: World History, US History, Gov/Econ	2 years (3 recommended)	3 years
Foreign Language	1 year of FL, Visual/Performing Arts, or CTE	2 years of same language (3 recommended)	2 years
Visual and Performing Arts	1 year of FL, Visual/Performing Arts, or CTE	1 Year (must be dance, drama, music, or visual)	1 year
College Prep Electives	NA	1 year	1 year
Other	NA	NA	Community Engagement

Some students will be students with special needs that may interfere with their ability to successfully complete all graduation requirements. A student identified as having a disability who has an Individualized Education Program (“IEP”) that indicates that the student cannot reasonably be expected to meet the Caliber: High School graduation requirements due to an identified disability may have requirements waived by the IEP team.

Section A.5.2 Transfer Students and Transferability of Courses

Transfer students will be provided the opportunity to access the Caliber: High School academic program and fulfill graduation requirements. Course credit earned at other high schools by transferring students will be recognized and accepted by Caliber: High School as fulfilling the graduation and A-G course requirements where applicable.

In the event that a student leaves Caliber: High School prior to graduation, , courses offered by the Charter School that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements. College counselors will also work closely with students and families to ensure that they are aware of requirements and where each student stands in relation to those requirements.

Section A.5.3 Planned High School Course Offerings

To achieve our mission and ensure that students can thrive in the college and/or career of their choice, we have planned for the following course offerings. This course list is consistent with best practices of strong schools and A-G requirements, in concert with feedback received from community members and parents.

Department	Course	Grades Offered	Grading ¹⁶	Course Credits	A-G
English	English I	9	A-F	10	“B”: 4 years of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD, which cannot be completed during the senior year for UC admission).
	English II	10	A-F	10	
	English III or AP English Language & Composition	11	A-F	10	
	English IV or AP English Literature and Composition	12	A-F	10	
	Reading	9-12	A-F	10	
	ELD	9-12	A-F	10	
Math	Pre-Algebra	9	A-F	10	“C” - 3 years of mathematics (Algebra I and II, Geometry) (4 years recommended).
	Algebra I	9	A-F	10	
	Algebra II	9/10	A-F	10	
	Geometry	10/11	A-F	10	
	Pre-Calculus	11/12	A-F	10	

¹⁶ The Charter School A-F scale does not include “D”s, most traditionally defined as grades between 64.5% and 69.4% on a 100-point scale. A passing grade in a course shall be an A, B, or C. Anything below a C will be considered an “F.”

	AP Calculus	11/12	A-F	10	
	Probability & Statistics or AP Statistics	11/12	A-F	10	
Social Sciences	World History or AP World History	10	A-F	10	<p>“B”: 2 years of history/social science, including one year of U.S. History or one semester of U.S. History and one semester of American Government, and 1 year of history/social science from either the “a” or “g” subject area (CSU)/ 1 year of World History, Cultures, and Geography (including European History) from the “a” subject area.</p>
	US History or AP US History	11	A-F	10	
	US Government & Economics or AP Government & Politics	12	A-F	10	
	Ethnic Studies	11/12	A-F	10	
Laboratory Science	Biology	9	A-F	10	<p>“D”: 2 years of laboratory science with at least 1 year of physical science and 1 year of biological science (one from the “d” subject area and the other from “d” or “g” (CSU)/ at least two of the three foundational subjects of biology, chemistry, and physics (3 years recommended) (from the “d” subject area) (UC).</p>
	Chemistry	10/11	A-F	10	
	Physics	10/11	A-F	10	
	AP Biology/ AP Chemistry/ AP Physics C	11/12	A-F	10	
	Computer Science or AP Computer Science	11/12	A-F	10	
Foreign Language	Spanish I for Non-Spanish Speakers	9/10	A-F	10	<p>“E”: 2 years (or equivalent of the 2nd level high school course) of language other than English (3 years recommended for UC).</p>
	Spanish II for Non-Spanish Speakers	10/11	A-F	10	
	Spanish 1 for Spanish Speakers	9/10	A-F	10	

	AP Spanish Language and Culture	9-12	A-F	10	
	Mandarin I	9-12	A-F	10	
	Mandarin II	9-12	A-F	10	
Arts	Visual and Digital Arts	9-12	A-F	10	“F”: 1 year, chosen from: dance, interdisciplinary arts, music, theater, or visual arts.
	Drama	9-12	A-F	10	
College-Prep Electives	College Seminar	12	A-F	10	“G”: 1 year of an elective from any area on approved “a-g” course list.
	Computer Science / AP Computer Science	11/12	A-F	10	
	Ethnic Studies	11/12	A-F	10	
	Advanced Science Course	11/12	A-F	10	
	Advanced Math Course	11/12	A-F	10	
	Advanced Social Studies Course				
	Other Arts Course	10-12	A-F	10	
	Other Foreign Language	11/12	A-F	10	
Advisory	Advisory I	9	Credit/ No Credit	5	
	Advisory II	10	Credit/ No Credit	5	
	Advisory III	11	Credit/ No Credit	5	
	Advisory IV	12	Credit/ No Credit	5	

Section A.5.4 Daily Schedule

The daily schedule at Caliber: High School is designed to accommodate college preparatory course requirements. Our high school calendar and schedule ensures that Caliber: High School will exceed the California minimum requirements of 180 instructional days, as well as the required annual instructional minutes for high school.

The most common daily schedule for students will consist of a Math, Science, English, Social Studies, Art, and Foreign Language course. Ninth graders will take a double block of English I, and therefore will forego foreign language in the first year. The schedule also accommodates a variety of remediation and elective options, like ELD, Pre- Algebra, Computer Science, or Advanced Math and Science. Students are grouped into five cohorts in this six-period model.

Block Day (even or odd) 100 min 400 instructional minutes		Anchor Days: 55 min 380 instructional minutes	
7:30 - 8:30	Doors Open / Breakfast	7:30 - 8:30	Doors Open / Breakfast
8:30 - 9:00	Advisory / Community Meeting	8:30- 9:00	Advisory / Community Meeting
9:00-9:05	Passing	9:00-9:05	Passing
9:05 - 10:45	Period 1 or 2	9:05- 10:00	Period 1
10:45 - 10:55	Passing	10:00- 10:05	Passing
10:55 -12:35	Period 3 or 4	10:05 - 11:00	Period 2
12:35- 1:10	Lunch	11:00- 11:05	Passing
1:10-2:00	Acceleration/ Intervention	11:05 - 12pm	Period 3
2:00 - 2:05	Passing	12:00 -12:35	Lunch
2:05 - 3:45	Period 5 or 6	12:35 - 1:30	Period 4
		1:30- 1:35	Passing
		1:35 - 2:30	Period 5
		2:30 - 2:35	Passing
		2:35 - 3:30	Period 6

Each day includes time for community building, college and career exploration, and remediation or acceleration. The consistency in this schedule allows for advisors to build deep relationships with their cohorts as they connect each morning. The Acceleration/ Intervention Block is intended to rotate every six weeks based on student data. The Lead Interventionist will be responsible for scheduling students for small-group instruction in the younger grades. The Acceleration/Intervention Block may also be used to support student-run clubs or school-wide activities. As students matriculate into the upper grades, they will be able to exercise more autonomy over their acceleration/intervention blocks by selecting the course they need additional support with or the enrichment activity they would like for each six-week period.

Section A.5.6 Grades and Grading

Caliber: High School will use a mastery-based grading approach utilizing a grading tool such as JumpRope. In this grading system, teachers organize their gradebook by mastery strands, which encompass knowledge and skills students must master in their respective courses. Assessments are then linked to each knowledge/skill strand.

Teachers are able to adjust the weight of mastery strands in each unit of their course to ensure students' grades reflect students' mastery of the most important knowledge and skills encompassed in their courses.

Through its transparent representation of student data, mastery-based grading empowers teachers to communicate clearly the precise knowledge and skills students are expected to master in each course. This format also enables clearer communication to parents, as grade reports show which content students are grasping and where they may need more support. Using this information, teachers, in partnership with students and parents, can develop plans to support students towards content mastery.

Students who earn lower than a "C" in a course shall earn an F, and will be required to re-take the course in Summer Academy or in the following school year. A student may take no more than two failed courses in Summer Academy. If a student fails more than two courses in a year, the Student Support Team ("SST") shall consider retention according to the Charter School retention policy (See the Student Policy Manual in Appendix ____).

Section A.5.7 Accreditation

Caliber High School will apply for and receive accreditation by the Western Association of Schools and Colleges ("WASC"). The review process by WASC will commence no later than our third year of operation to ensure full accreditation prior to the high school graduation of our inaugural class. The School Leader will be responsible for the WASC accreditation process.

Section A.6: Social-Emotional Learning

Learning is a social and emotional process. We place social-emotional learning at the same level as academic preparation, partly because we believe that there is no separating personal and academic success and also because they truly galvanize one another. Students at Caliber: High School will demonstrate leadership through academic preparedness alongside the five competencies of social-emotional learning as outlined by the Collaborative for Academic, Social, and Emotional Learning

(CASEL).¹⁷These five competencies address broad, interrelated areas of development that are taught and applied at various developmental stages and across cultural contexts.

Each of the five competencies come together to form the basis for social and emotional learning, and can live in multiple contexts. The competencies are described as follows:

- Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
- Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and achieve goals and aspirations.
- Social Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.
- Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
- Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Caliber: High School program elevates these five competencies and infuses them throughout the school. Caliber: High School leadership will support teachers to in turn support students' social emotional learning as part of the Multi-Tiered System of Supports ("MTSS") process. The following represents a subset of the MTSS process devoted to SEL support. The complete MTSS Playbook can be found in Appendix__.

In Tier 1:

- Prevention-oriented social and emotional learning curriculum for all students.
- Students develop values and social emotional competencies through intentional teaching and instruction.
- Curriculum-embedded social-emotional learning
- Community building practices through community circles with all students
- Community meetings and assemblies to support SEL schoolwide
- Regular family communication regarding achievement and personal goals
- Implicit bias, diversity, and stereotype threat training for all staff to create a culture of belonging

In: Tier 2:

- Comprehensive early indication system that includes academic and non-academic domains
- Trauma-informed and responsive practices
- Restorative, collaborative, culture and healing informed intervention strategies

In Tier 3:

- Targeted, restorative, wraparound strategies, with family and community as partners
- Comprehensive individualized success plan
- On campus mental health counseling by school-based clinicians
- Connections to external resource providers

¹⁷ <https://casel.org/sel-framework/>

With our leaders using SEL language and practices in their leadership, a dedicated SEL Assistant Principal, and regular professional development on SEL practices, we are confident in our ability to implement a strong SEL culture at Caliber: High School.

Caliber: High School will utilize multiple approaches to infuse opportunities to develop social and emotional competence. These include an infusion of SEL into teaching practices and academic curricula across all content area classrooms, developing school policies and organizational structures that support students' social and emotional development, and teaching SEL skills in free-standing lessons, such as advisory. We believe that by infusing our programming throughout various activities at the Charter School, we will be able to maintain a consistent and positive school culture.

Section A.6.1 Restorative Practices

Restorative practices complement the focus on SEL. Through restorative practices, Caliber: High School students will have the opportunity to learn strategies to manage their emotions and understand how their behavior impacts the school community. At Caliber: High School, we will recognize that all people make mistakes and that mistakes are actually opportunities to grow and learn. We will hold students accountable to high expectations and provide a high level of support for our students to grow. As illustrated in the figure below, restorative practices emphasize doing something alongside someone, versus "to" or "for" them.

Logical consequences and restorative practices

Consequences for misbehavior must be meaningful for students; they cannot be abstract, extrinsic ideas that do not attach to the behavior. For example, if a student is talking at an inappropriate time during a lesson, a teacher might first stop and ask the student why it is important that she or he does not talk during the lesson. As the student explains the importance of being on task, they understand the impact of their choices. Depending on the root of the problem, students may write a reflection about what happened and then return to the group after sharing her or his reflection with classmates. If a seriously harmful decision (e.g., hurting a teammate, repeated teasing) has been made, the teacher or School Leader may choose to use a restorative circle, bringing together everyone involved and others impacted by the situation during a time outside of class. This may include other classmates, family members, sports coaches, and more, depending on the circumstance and impact.

Staff members at Caliber: High School will use restorative chats to support students when harm has been done to another member of the school community (e.g., saying something hurtful) or to that student (e.g., giving up on a task). A restorative chat guides the student to repair the harm and better the situation. These are the guiding questions for a restorative chat:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since then?
4. Who has been affected by what you have done?
5. What do you think you need to do to make things right?

Ladder of Response

Teachers will use a number of strategies to ensure all students are learning, remembering that the goal is to restore relationships. Teachers will know that there are many ways to respond and that it is important to match the response to the individual student and situation.

Section A.6.2 The Importance of Relationships

Through our use of community circles, and through lessons that foster social emotional as well as academic growth, Caliber: High School students will develop strong connections, a strong accountability to one another, and empathy for how others feel in situations. The stronger these relationships are, the greater the impact when a student may seek to repair relationships, speak to peers about a challenge she or he is having, or engage in self-reflection. Relationships are at the core of this approach.

We will teach Caliber: High School staff to consistently model healthy interactions and reactions, especially in times when staff may be frustrated or tired. Our students learn from our modeling. We believe that skillful teachers teach discipline and embrace this as a key function of their role.

Therefore, the Caliber: High School community will:

- Hold all members of the school community to high and realistic expectations
- Foster strong relationships among all members of the school community
- Recognize that individuals will make mistakes, and that each day is a new one
- Plan precise directions for each activity and transition to create safe, predictable and productive learning spaces
- Use reminding, redirecting and reinforcing language to help students meet academic and social expectations
- Frequently and clearly talk about and model appropriate behavior
- Provide consequences that are clear, logical, restorative and firm
- See and discuss students as individuals
- Restore students to the learning community by teaching pro-social skills and building on individual strengths

Section A.7: Leadership and the ACT Pillar

Leadership is a core design principle for Caliber: High School because we believe that strong social-emotional learning, coupled with excellent academic preparation, results in the type of flexibility, adaptability, self-knowledge, and resilience needed in order to address our world's challenges today.

The ACT Pillar takes on new meaning at the high school level for Caliber students. We aim to foster an environment where future leaders have the opportunities to reflect upon who they are and the impact they want to have in the world. Graduates from Caliber: High School will understand and be able to respond to the ways that race, gender, class, and other identity markers intersect to impact American society. Graduates will understand the issues they care deeply about and will have the tools and contextual knowledge to navigate systems of power to make positive impacts on their own lives and within their communities. Students will be able to identify systems of oppression, how they manifest as societal inequities and critically reflect on solutions.

Our core beliefs about the ACT Pillar will manifest across the high school program.

Section A.7.1 Community Engagement

We do not expect our students to simply reflect on issues of inequity and identity; we aspire to hold a space for students to take action. The community engagement graduation requirement is one way where we encourage students to find real-world connections to their aspirations and identity, and take action around this.

Section A.7.2 ACT Pillar Across the Core Curriculum

Teachers will be incorporating elements of the ACT pillar into their curricula through real-world connections, action research, and personal reflection. We also know that when students participate in active learning tied to real-world contexts and are asked to employ higher-order thinking, they are more likely to attain higher academic achievement.¹⁸ Across the academic program, students will have the opportunity to engage in high-quality academic discussion, writing, and problem solving in ways that support their critical consciousness and reflections on the role they'd like to play in our society's future.

English

Students will live out the ACT pillar in English classes in both the “what” of instruction and the “how”. The text selections for Fishtank Learning, the selection for English curriculum for grades 9-11, represent the ideas, authors, themes, and characters we want our students to learn. According to Ebony Moses, the Curriculum Director for Fishtank ELA, the curriculum “makes what is invisible in literature—black, brown Asian, and indigenous characters, authors, and perspectives—visible... [the curriculum] pay[s] particular attention to people, cultures, voices, and perspectives that are typically neglected and absent from the traditional literary canon while coupling them with texts from the canon.”¹⁹ This attention to authors, characters, and issues which have been historically left out from the traditional literary canon, and more accurately reflect the demographic makeup of our prospective students, is what will support our students in ELA to be able to see their own identities in literature while also giving them opportunities to gain empathy for the identities of others. The implementation of the standards, or the “how,” of English, also supports our goals around the ACT pillar for Caliber: High School students. The English and Social Sciences coursework at Caliber: High School will be based on text analysis, extended writing, and discussion. Students will have the opportunity to analyze text and defend arguments using sources with multiple perspectives, and regular opportunities to apply conclusions to current events and their own experiences.

Mathematics

The Math department's work on developing culturally responsive classrooms will support students' abilities to make powerful connections between the concepts they learn in Math and the real world. In the math classroom, we can see academic rigor and cultural competency intersect with medium-term projects involving authentic data sets relating to high-interest topics in the realms of sociology, the economy, politics, and public health. Efforts to develop academic language and narrative capacity via discussion and writing in the math classroom will support classroom discussions where students will defend a conclusion they've made or rationalize an understanding of a concept.

¹⁸ Darling-Hammond, Linda. *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future*. New York, NY: Teachers College, 2010. Print. p. 69

¹⁹ <https://www.fishtanklearning.org/blog/new-vision-high-school-ela/>

History and Social Sciences

In a similar manner to the departmental approach to English instruction, the content in history and social sciences courses, as well as how students are supported to draw historical conclusions and develop opinions, are valued in equal measure. At Caliber: High School history and social sciences teachers will rely most heavily on primary source text as a means of content delivery and skills-building. Because history and social sciences teachers are also instructors of literacy, students will be deeply engaged in the process of meaning-making and skills-building regularly. Primary texts provide raw evidence without the interpretation of a history scholar and encourage higher-order thinking.²⁰ They also offer the instructor an opportunity to center the narratives of people who less frequently are given the platform to tell history. When students have the opportunity to ask questions, make intelligent inferences, and develop their own explanations for historical events, they are building their capacity to be able to engage in critical thought in the real world, which is a foundation for the ACT Pillar. A variety of instruction tools and approaches will be employed to encourage students to build empathy and develop rich and substantiated arguments which can be tailored for a variety of audiences and contexts. Activities like the Rogerian argument, for example, which supports argumentative reasoning, empathy-building, and consensus-finding, support students in the ever-essential activity of perspectives-taking while examining history, literature, and, non-fiction text. History and Social Sciences courses also offer a platform for students to learn from leaders of the past and present who also interrogated systems of power and moved humanity toward a more joyous and liberated space. Students will participate in traditional historical research as well as action research to experiment with different means of leadership and creating change.

Science

There are many applications in the Science department to power, politics, and identity. In Biological Science, students will study the impacts of climate change, along with its impact on the physical landscape and ecology of the Bay Area, on the city of Vallejo and the state of California. In Chemistry, students will be able to apply their learning about water composition on public health and safety. Active attention will be paid to literacy and discussion in Science courses, which will provide a platform for students to be able to advocate and communicate their learning to a variety of audiences.

Foreign Language

Students at Caliber: High School will have the choice between taking Spanish and Mandarin. In each of these courses, students will learn about the societal value of knowing multiple languages and the ways that language can build power. Students will read and listen to written and spoken word in the target language to support a broader cultural and societal understanding of the places of origin for each of these languages.

Arts

Art classes at Caliber: High School are places where we expect students to express and learn about their evolving understandings of themselves and the world around them. In addition to learning core concepts and major contributors in visual and performing arts, students will learn about how art is used as a social engine to build empathy, push perspectives, demonstrate resistance, and express the full range of the human experience. Students will engage in art projects that tie specifically to Vallejo (for example, a visual arts portfolio demonstrating a thematic connection to the city via arts & culture, the economy, shifting demographics, public health, the physical landscape, or some other connection to

²⁰ https://britannica.es/docs/Documents/PrimarySrcs_WhitePaper.pdf

current events). Students will use art as a means of learning about how messages are conveyed, as well as demonstrating their own unique and evolving opinions.

Ethnic Studies Elective

Caliber: High School will offer a college-prep A-G eligible elective in Ethnic Studies. Interdisciplinary study of social, political, economic, and historical perspectives of underrepresented ethnic groups fosters cross-cultural understanding, improves other academic outcomes, and connects directly to the Caliber ACT pillar.

Section A.7.3 ACT Pillar and Advisory

Social-Emotional learning is at the cornerstone of the advisory setting, and important lessons about the five CASEL competencies: self-awareness, social awareness, self-management, building relationships, and responsible decision making will lend themselves to our work around leadership. We expect to have strands of advisory curriculum that tie into intersectional identity and systems of oppression, and students will regularly reflect on how these interact amid challenges in our world.

Section A.7.4 Staff Culture

We know that the only way we can truly live up to our ambitious goals for the ACT pillar is to have an adult community that is completely aligned on how best to work together, respect and affirm one another, and hold high expectations for one another and students. Our organization's core values begin and end with the adult community responsible for educating Caliber: High School Students.

At Caliber: High School, we expect our staff to engage in critical conversations about identity, systems of power, and our local context in Vallejo.

Section A.8: College and Career Readiness

We believe that all students should have four-year college as an option entering the 12th grade. Our aim throughout the four-year high school program is to keep this option available by enrolling all students in the appropriate college- preparatory coursework, while also preparing students to make an informed and empowered decision about the path they'd like to take after graduation, whether that is a two-year college, four-year college, or a vocational program that can support a life of personal fulfillment and economic promise.

This philosophy around college and career readiness is demonstrated in elements across our program, which work together to ensure individualized and rigorous support toward postsecondary opportunity.

Section A.8.1 College and Career Readiness Starts with Culture

Starting with the onboarding process and summer professional development, Caliber: High School staff will prepare to share responsibility for all outcomes for students, including preparation for the choices associated with entering college or the workforce after high school. Teachers and staff will feel accountable for the success of all students and connected to the school's mission, culture, and priorities. We believe that our staff are models for learning for our students, and this is not limited to curriculum and instruction. We expect staff to regularly bring their own career pathway stories into the classroom and regular interactions with students to support their worldview that a fulfilling career path is not always linear. We aim to build resilience and flexibility into the college and career wayfinding process, and believe that our staff has valuable real-world insights to share with students.

This will entail building collaboration between teachers and departments and overcome the tendency to specialize and operate in departmental silos and the tendency for leaders to defer to teachers' content expertise and instructional and classroom management preferences.

Key Practices that will define our work in developing a staff culture whereby all adults are responsible for student outcomes are as follows:

- Expectations for teachers to make relevant connections in coursework to post-secondary outcomes will be made in summer professional development.
- Teachers will be trained on grades and gradebooks regularly, and will be responsible for upholding school wide grading policies emphasizing transparency and growth.
- Advisors will be trained on curriculum emphasizing different aspects of the college and career discovery process, and student survey data will inform efforts to further develop advisors' capacities in this area.
- The leadership team will meaningfully engage all teachers and staff as a team on a consistent basis (e.g., community meetings, staff celebrations in professional development) to prioritize building and maintaining a positive staff culture.
- Teachers will be aligned with both their grade-level team (i.e., 9th grade team) and department team (i.e., 9-12 English team) to ensure that college and career connections will be aligned across content areas and grade level teams.
- Grade-Level teams and advisory teams will review grades information to stay abreast of college eligibility.

Section A.8.2 Coursework & Curriculum

As a part of regular curriculum work in department teams, teachers will work to ensure that course material remains tied to post-secondary outcomes in that they are grade-level appropriate and include relevant connections to college and career.

Standards for College and Career Readiness

In line with our mission to prepare all students for success in college and beyond, Caliber High School will adopt CCSS, NGSS, History-Social Science Framework, English Language Development ("ELD") Standards, and the remaining State Content Standards (collectively referred to herein as "State Standards") and the American College Testing ("ACT Assessment")²¹ College and Career Readiness Standards ("CCRS") for our students. The State Standards represent the knowledge and skills that prepare students for college and career. The CCRS standards and assessments provide a way to measure the knowledge and skills and are gateway assessments of whether students are ready to enter college. Together, these standards and assessments ensure that our students are ready to take on the rigors of college and future careers.

The Caliber: High School curriculum focuses on building upon foundational skills coupled with an emphasis on higher order thinking processes in all content areas. In accordance with state law, Caliber: High School will use curriculum for Mathematics, Science, English-Language Arts, and History-Social Science using State Standards.

²¹ The American College Test (ACT) is not to be confused with the Caliber Public Schools ACT Pillar. The ACT college admissions assessment shall be referred to as ACT Assessment to eliminate this potential confusion.

National Association for College Admission Counseling's research show that the top factors colleges consider when admitting students are:

1. Grades in college prep courses
2. Strength of the curriculum
3. Overall high school grade point average ("GPA")
4. Admission test scores (e.g., ACT Assessment, SAT)²²

By focusing curriculum and assessments on ACT Assessment's College and Career Readiness Standards ("CCRS"), we are creating a foundation for success in those high-impact factors. This approach focuses Caliber: High School on the critical factors that lead to college matriculation and college completion. Using the ACT Assessments and CCRS as a key component for planning, instruction, and assessment will ensure student learning is focused on the learning objectives that will set students up for success to and through college.

The CCRS are precise, empirically derived descriptions of the essential skills and knowledge that students need to enroll in credit-bearing courses without the need for remediation. Whereas the California Assessment of Student Performance and Progress ("CAASPP") has summative assessments for high school students only in the 11th grade, the ACT Assessment testing program that Caliber utilizes provides interim and summative assessments across 9th through 12th grades. Performance on the ACT Assessment is also a core component of entrance requirements for our students into many competitive college programs.

ACT Assessments utilized by Caliber align with the subset of the CCRS that is appropriate for the program's grade level and provides scores that offer an indication of students' educational progress relative to ACT Assessment's College Readiness Standards and, by extension, relative to the Common Core State Standards.

College Readiness Coursework

The Charter School will offer comprehensive college readiness preparation through yearly college seminar coursework, which exposes students to career development exploration, financial literacy, college admissions preparation, college testing preparation, social-emotional skill development, and transitional planning through various academic units.

Throughout the year, the department will provide parent education opportunities revolving around similar topics to ensure our parents and families are empowered in the college admissions process. In addition, the Charter School will offer trips to visit college campuses and provide opportunities for students to learn about campuses through regular on-campus admissions representative visits.

During the Junior and Senior years, the college counseling department will provide individualized guidance and family support in solidifying college "match" wish lists, reviewing application materials

²² The University of California ("UC") and California State University ("CSU") Systems have updated their admissions requirements to no longer require ACT or SAT. However, seeing that many of our students may consider out-of-state or private colleges and universities, and that these assessments may assist CU and CSU-bound students with course placement, Caliber: High School intends to support students to take these standardized tests. For more information about the updated admissions requirements for UC and CSU (updated August 2021), please see <https://admission.universityofcalifornia.edu/counselors/files/csu-uc-a-g-comparison-matrix.pdf>

such as teacher recommendations and college essays, completing scholarship applications, navigating the complicated college admissions system, and ultimately making the best choice for matriculation.

Section A.8.3 Teacher and staff support

The adoption of State Standards and CCRS and assessments for Caliber: High School is part of a long-term strategy to increase the percentage of our students persisting in and graduating from college. The content knowledge and instructional shifts demanded by the State Standards and CCRS are requiring us to invest even more in our teachers and leaders. Caliber: High School will invest in the following supports for our staff:

- Set College Ready achievement goals based on GPA and CCRS standards.
- Implement research-based, CCSS-aligned curricula in Mathematics, ELA, and History.
- Implement research-based, NGSS- aligned curricula in Science.
- Pilot common regional CCSS-aligned regional performance tasks in Math and Writing throughout high school.
- Adopt pre- and post-ACT assessments to measure growth in 9th-11th grades with administration of the CCRS Interim Assessments to provide formative information about student learning throughout the year.
- Focused instructional coaching and classroom observations on CCSS teaching and learning shifts, including the use of common tools, monitoring and feedback cycles.
- Department-based communities of practice to deepen leaders' understanding of State Standards and CCRS in order to lead the implementation, along with shared assessments, collect and analyze results and access standard-aligned item banks for building classroom assessments.
- Grade-Level Teams and interventionists working collaboratively to identify areas to improve student learning and GPAs.
- Build a data and assessment infrastructure to meet the demands. Staff will have significant flexibility to work together to determine the curricula that best match student needs and the demands of the State Standards. Incoming student strengths, needs and performance levels determine the manner in which standards-aligned curriculum is implemented.

Section A.8.4 Advisory

Advisory, which meets four times per week, is the foundation for social-emotional learning, including the self- discovery and reflection needed to identify personal goals and make strides toward an informed and empowered decision about college and career. We know that a student's likelihood of persisting through a post-secondary plan is increased significantly by the quality of their relationships with adults at school. "Students repeatedly cite the quality and quantity of personal conversations with counselors, advisors, and teachers as a major source of support and influence on their thinking about college" (Roderick et al., 2006). Advisors are each student's "point-person" on campus, and in addition to tracking student progress academically, are expected to understand where each of their advisees' are on their path toward college and career readiness, including academic preferences and career aspirations.

Each year of the advisory program, in addition to social-emotional skills foci, has a college and career-readiness priority. In the 9th grade, advisory curricula will focus on the acquisition of high school study skills and building positive relationships with others. Freshmen will practice reflection and self-regulation regularly, which provide a strong foundation for the rest of their journey learning and testing out different college and career pathways. In the sophomore year, students will build on these skill

foundations by exploring different pathways and career areas. They will conduct research and interviews as they further develop their interests. In 11th grade, students will continue to learn about the pathways that are available to them and prepare for college entrance exams. The 12th grade advisory curriculum will prioritize holding spaces for the application and decision-making process. Throughout the four years, students will regularly reflect on college eligibility and GPA in advisory as well.

Throughout the advisory curriculum, students will visit and revisit the four components of a personal plan for progress, as defined by the Smaller Learning Communities program, in an articles by Fazekas and Warren.²³ These four stages loosely correlate with the four grade levels in high school, but the advisory program aims to cycle through these stages each year so that students may iterate on their thinking as they progress through high school. The four stages for personal plans for progress are:

- Exploration: Students investigate and reflect on their interests, learning styles, and aptitudes. In this stage, students build self-awareness as they are exposed to different interests, careers, and colleges.
- Dreaming: Students align this self-awareness to concrete opportunities and goals for their lives and careers. They continue to build their awareness of the requisites and steps necessary to attain these goals.
- Planning: Students commit to the steps they need to take in order to arrive at their desired postsecondary destination. This includes selecting their coursework, extracurricular activities, tutoring support, signing up for exams, internship opportunities, and applying for colleges and vocational programs.
- Owning: In each year of high school, this stage looks different. At this stage, students can articulate how they are progressing toward their goal. At Caliber: High School, this will mostly take place in student-led parent-advisor conferences.

The student-advisor relationship will play an important role in advancing the strategic priorities around postsecondary attainment for Caliber: High School. In addition to supporting students socially-emotionally, the advisors will also support college counselors in ensuring that traditional inequities and low-income or minority underrepresentation in college matriculation and career choice are interrupted where possible.

Section A.8.5 College and Career Counseling

The staffing model for Caliber: High School provides for at least two college counselors who will be responsible for the continuum of college prep and knowledge across the four grade levels. They will provide input on the portions of the advisory curriculum involving postsecondary planning and reflection and consult with grade level and advisory teams on ways to infuse college and career readiness into the curriculum. Additionally, they will be responsible for planning and organizing experiential learning opportunities for students, such as industry visits, summer workshops, and college visits.

²³ Fazekas, A., and Warren, C. Building a Pathway to the Future: Maximizing High School Guidance and Advisory Support. US Department of Education, Office of Elementary and Secondary Education.
<https://www2.ed.gov/programs/slcsp/finalbuilding.pdf>

The college counselors will have a caseload of half of the Senior class, whom they teach in a Senior Seminar course. In Senior Seminar, students will complete applications for college, vocational programs and scholarships.

College Counselors work closely with advisors to support a student's decision to attend college or a vocational school, particularly in the spring of a student's Senior year. College counselors look to support students to optimize a match for career interest, financial solvency, and other factors that advisors have learned about students over the course of their four years.

The College Counselors are responsible for tracking Caliber: High School goals around college and career persistence, and will maintain relationships with Caliber: High School alumni as they persist through college. They will analyze this data regularly to optimize for college and career persistence and college graduation and pay particular attention to a strategic effort to ensure that existing inequities in college matriculation and graduation are reversed (e.g., ensure that at-risk, minority, and low-income students have a low remediation rate and high graduation rate).

College Counselors will also have membership in the National Association for College Admissions Counseling (NACAC) and will attend conferences to network with college admissions counselors and build the Caliber: High School brand.

Section A.8.6 Special Events & School-wide Programming

Fazekas and Warren²⁴ explains that the school-wide culture can have a tremendous impact on students' sense of efficacy in the postsecondary match process: High schools can also take steps early on to engage students in understanding their postsecondary options through experiential learning opportunities offered to all students. This can take the form of career shadowing beginning in ninth grade, summer college workshops, and annual college visits." Caliber: High School will regularly engage students in questions of college and career throughout the curriculum and advisory, but special attention must be paid to spaces outside of the classroom to promote awareness, reflection, and excitement around the process.

Community meetings will regularly include outside visitors from different industries to show students the variety of pathways available to them after high school. By having leaders, teachers, and workers from different industries come and share their career stories, our community can reinforce the idea that few peoples' career stories are linear, but a fulfilling career path is usually one where we can be flexible, resilient, and curious.

By partnering with organizations in the community, Caliber: High School can provide plenty of experiential learning experiences for students across industries. "Industry Days" will be school trips in the field with different areas of focus that span potential student interests (e.g., technology, the arts, public service, small businesses, etc). The Bay Area has a wealth of opportunity and we will set goals each year for student participation in these off-site days. These will be organized by college counselors, and special efforts will be made in advisories and grade level teams to recruit students with a variety of interests and those traditionally underrepresented in the field.

²⁴ Fazekas, A., and Warren, C. Building a Pathway to the Future: Maximizing High School Guidance and Advisory Support. US Department of Education, Office of Elementary and Secondary Education.
<https://www2.ed.gov/programs/slcip/finalbuilding.pdf>

Keeping students engaged in the postsecondary reflection process over the summer will also be a priority for the Charter School. We will aim to enroll students in summer programs with a particular focus on the summer after 9th grade. A summer program could be a pre-collegiate program at a college, a computer camp, an outdoor program like Outward Bound or National Outdoor Leadership School (“NOLS”), or any organized learning experience taking place in the summer. Caliber: High School is not prescriptive about the type of summer program students enroll in; instead, students will be encouraged to try something new.

In the Spring of each year, students will go on a grade-level college visit. These experiences where students will be able to set foot on a college campus, visit classes, and connect with students, are intended to support the visualization of a future in college.

Section A.9: Interventions and Accelerations

Caliber: High School will continue to provide students with various advanced learning opportunities including Advanced Placement courses and encouraging students to enroll in community college courses and in summer enrichment programs at regional four-year universities. The Charter School will also provide students with various opportunities to build skills necessary to achieve on grade-level content and skills.

The SST will utilize a variety of data sources to progress monitor and identify the tiered interventions or accelerations needed for students. These data sources include:

- Northwest Evaluation Association's Measures of Academic Progress (“NWEA MAP”), administered to all incoming 9th graders and all students with scores below the 9th grade level in Reading or Math
- Course grades
- Exit Tickets
- Interim Assessments
- Classroom observation data
- CAASPP
- English Language Proficiency Assessments for California (“ELPAC”)
- IEP Progress and Goals

Section A.9.1: Plans for students who are academically high- and low- achieving

Should the initial interventions in the general education classroom prove to be unsuccessful through Tier I academic interventions, a certificated staff member will identify and implement Tier II interventions to support students in making the growth necessary for mastery of the content or skill. Students for whom interventions fail to improve achievement will be referred to our Special Education Department for testing to determine eligibility for Special Education services. Should testing indicate that the student qualifies for Special Education supports/services an Individualized Education Program will be written. These IEPs will be reviewed annually, and each student will be reevaluated at least every three years. In our first year of operation our Special Education teacher and the School Leader will work with the District and specialists in the Vallejo community to ensure the development of the necessary management and monitoring of IEPs within our building. We anticipate a Special Education population similar to that of Vallejo City Unified School District.

During year one of operation, the Program Specialist will be in charge of monitoring the MTSS process as well as ensuring the IEP process is followed with fidelity. Additionally, they will oversee coordinating service hours for IEP students in conjunction with the Special Education teacher.

In year two and beyond, the MTSS team will include an administrator, teacher(s), specialist(s), and/or other members of the Charter School team. This team will review available data including but not limited to report cards, state test results, classroom work, classroom assessments, and observations. The MTSS team will determine appropriate interventions and support school wide, for grade level teams, and/or individual students.

To prepare our teachers to serve all students identification, intervention, and ultimately moving through the MTSS process we will dedicate time during summer professional development to training our teachers in these processes. All academic and behavioral data will be tracked by subgroup, including students in Special Education and English Language Learners.

The MTSS Process, which can be found in its entirety in Appendix __, guides decisions around intervention and acceleration. The following are definitions of Tier I, II, and III students and academic interventions.

Tier I

Tier I interventions are the core instruction that occurs within the general education classroom. All students receive Tier I interventions as needed. Tier I is standards aligned, high-quality, consistent instruction. The teacher checks for understanding regularly and addresses misconceptions. Exit tickets, weekly quizzes, and other progress monitoring assessments lead to remediation to ensure all students meet lesson objectives. Tier I instruction includes differentiation for all students, including small group remediation, use of multiple modalities, guided practice, and active monitoring of student work during independent practice. When teachers implement the core program effectively and are given sufficient support and professional development, 80% or more of the students will appropriately progress to mastery of standards in the general education classroom.

Tier II

Tier II interventions are initiated when a student fails to demonstrate evidence of growth towards mastery of standards with Tier I interventions. Tier II interventions supplement or replace Tier I interventions. Tier II interventions are research based, specifically selected instruction which take place in small groups of 1-6 students, and consist of focused instruction on specific objectives. In determining which objective to focus on, teachers should consider the root causes of student performance, which standards or skills will allow students access to other standards or benchmarks, and target Tier II interventions on those root causes and skills. For example: A ninth grader struggling with understanding a text that he reads might need phonics instruction or fluency practice before moving to comprehension. Tier II interventions also incorporate progress monitoring and tracking of implementation. Tier II interventions are executed 3 - 5 times per week for 4 - 6 weeks. The student will be reassessed on the material to determine progress. Should a student fail to make progress during their Tier II interventions, they move onto Tier III.

For students who fall in Tier II interventions, aside from a pull-out group twice a week during core content classes, they will be pulled out during Tutorial to review the material for the day, such that they

receive a significant amount of small group time with a low teacher to student ratio. Additionally, student's may use other adaptive computerized programs that are leveled for their specific zone of proximal development, the level at which work is appropriately difficult for the child, and allows them to move at their own pace.

Tier III

Tier III interventions are initiated when a student does not show progress in Tier II. Tier III intervention replaces some Tier I and II interventions. Tier III interventions are research-based specifically selected instruction which takes place in small groups of 1-4 students, and consist of focused instruction on specific objectives. Tier III interventions include monitoring of progress and tracking of implementation. Small groups in Tier III interventions are executed at least 5 times per week, for 6 weeks. Both Tier II and Tier III interventions occur in small groups, and the distinction is the number of sessions per week, and data collected on student progress. Tier III interventions always occur at least daily, continue for 6 weeks, with data collected at least 3 times per week.

Section A.9.2 Opportunities for credit recovery and remediation

There may be students who fail to earn credit in a given course by earning a grade lower than a C. Provided such students have not failed greater than two graduation requirement courses in an academic school year, such students will have the opportunity to recover full course credit for failed graduation requirement courses during Summer Academy. In order to recover course credit during Summer Academy, students will be required to:

- Attend Summer Academy at a greater than 95% attendance rate;
- Earn at least a C grade on the course final exam;
- Resubmit any projects or major papers from the normal academic year for which the student did not receive a C grade or higher; and
- Complete a personal academic improvement plan.

Students who complete the above requirements during Summer Academy will receive full course credit in applicable courses and will not be subject to retention. Pursuant to these promotion and retention policies, students who do not earn greater than a C grade, or credit where applicable, in greater than two courses in any one school year may be subject to retention. A student failing three courses in a school year may recover credit for two failed courses during Summer Academy and be promoted to the next grade level with the requirement that they retake and pass the third failed course from the previous school year.

Section A.9.3 Plans for English Learners

The mission and vision for Caliber: High School will apply to every student, and we will be intentional in our support of historically underserved students. We will support students learning English with a full-inclusion model, employing instructional techniques to differentiate and accommodate for these students' needs. For newcomers and students in levels 1 and 2 on the English Language Proficiency Assessments for California ("ELPAC"), we will offer ELD and Advanced Literacy to support them in their preparation for reclassification.

Caliber: High School will comply with all federal, state, and judicial mandates for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners,

as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners. An evaluator will test and assess the English proficiency of students having an EL classification using the ELPAC.

Given the demographics of the District, a significant percentage of the incoming students at Caliber: High School are likely to be EL. The Charter School recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the Charter School's core curriculum, enrichment programs, and life-skills curriculum.

Students at Caliber: High School with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the Charter School's services and teaching methods. Caliber: High School will ensure that EL students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and also that EL students are not assigned to special education because of their lack of English proficiency.

Caliber: High School will directly provide or make referrals to appropriate support services that may be needed by EL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling.

Identification of English Learners

As part of the enrollment process, the Charter School will administer the home language survey for every student who is new to the California public school system. For students who are not new to the state public school system, we will determine their EL classification based on prior records. At the beginning of the school year, all students new to the California public school system upon enrollment who indicate a home language other than English will be ELPAC-tested by a trained evaluator within thirty days of initial enrollment and at least annually thereafter between February 1 and May 31 until re-designated as fluent English proficient. If the student scores below the established cut-off point on the ELPAC, the student will be classified as an EL student. If the student scores above the established cut-off points on the ELPAC, the student is determined not to be an EL student and will be classified as Initial Fluent English Proficient.

Caliber: High School's teachers will also be responsible for observing students with an eye towards detecting limited English proficiency.

Caliber: High School will notify parents of the Charter School's responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days following receipt of test results. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. All parents or guardians of students classified as EL will be notified in writing of all EL assessment and placement procedures for their child. The Charter School will translate materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their child.

Strategies for English Learner Instruction and Intervention

In accordance with research on language acquisition and state goals, all students who are EL will be supported to become proficient in the English language as quickly as possible. The Charter School shall employ a mix of integrated and designated ELD. Namely, students identified as ELs will be enrolled in mainstream coursework, as well as designated ELD for newcomers and Advanced Literacy for long-term English Learners.

It is the goal of Caliber: High School that all of its students leave the Charter School proficient in the English language and with pride and support for their home language. English Proficient students will participate in a mainstream English language arts program with a curriculum based on the State Standards and College and Career Readiness Standards.

We expect all teachers to be prepared to serve EL students in language acquisition alongside discipline content and skills. Regular professional development in the ELD Standards and instructional techniques for language acquisition will be offered, and teachers will be able to consult with the ELD Coordinator on best practices for the classroom. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. In addition to core content, students who are assessed as EL receive assistance in oral language development. Caliber: High School will ensure that all EL students have access to the core content and may contract with the necessary specialists as needed in order to do so. All instruction will be in English; however, the level of English used for instruction – both oral and written – will be modified appropriately for each EL student. Language acquisition will be enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum. They may also receive small group differentiated instruction within their other classes.

In addition to the structured English immersion modifications teachers will make in their mainstream classes within the Charter School's extended day schedule, there will be ample time that can be used for additional intensive English language instruction. Students at Level 1 on the ELPAC will be enrolled in ELD and long-term ELs will be enrolled in Advanced Literacy, both taught by the ELD Coordinator, to support their reclassification and language acquisition. The Charter School will use proven methodologies including increased time for reading and math, individualized instruction, and extra tutorials for students who are acquiring English. Teachers at Caliber High School will use techniques that maximize comprehensible input. Teachers will create learning environments that allow students to practice academic English and produce comprehensible output. At Caliber High School, teachers will understand that in order for students to gain proficiency in both functional and academic English, students must be exposed to multiple opportunities for receiving comprehensible input and producing comprehensible output. Furthermore, all teachers will receive professional development on communicating with students designated as EL and in techniques for detecting whether a student has English language deficiencies. In addition, staff may be trained in various teaching strategies such as, scaffolding techniques and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum. Other instructional practices used at Caliber: High School to support ELs include:

- Vocabulary Previewing
- Peer instruction facilitated by instant response systems
- Additional direct literacy instruction in ELD course, Advanced Literacy, and Tutorial Periods
- Consistency in classroom routines, procedures, and instructional practices

- Creation of a positive, supportive, and linguistically affirming classroom culture in every classroom
- Inclusion of literacy scaffolds at every opportunity in Math, Science, Spanish for Heritage Speakers, English, Art, and History classes
- Deployment of culturally relevant curriculum
- Use of word walls in each classroom
- Use of audiobooks in addition to written text
- Small group instruction
- Standardized instruction of cross-discipline skills (e.g., annotating, asking questions to the text, making personal connections, etc)
- Direct instruction in writing and grammar
- Choral reading and cloze notes

Monitoring and Re-Designation of EL Students

The proficiency in the English language of EL students will be monitored by teachers and qualified evaluators and measured at least annually using the ELPAC and other measures, including but not limited to Northwest Evaluation Association's Measures of Academic Progress ("NWEA MAP"), exit tickets, performance assessments, and other interim assessments. These assessments benchmark their progress towards proficiency and determine whether continued special services are warranted.

Upon a student's reaching proficiency in the English language, specialized English-learning services will no longer be required. An EL student may be considered as having acquired a "reasonable level of English proficiency" and may be reclassified as Fluent English Proficient utilizing, but not limited to, the following criteria:

- Assessment of language proficiency using an objective assessment instrument including but not limited to the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Prior to re-classification, all parents will receive a reclassification meeting notification letter, where they are invited to a meeting to discuss their child's English proficiency and academic achievement, and possible re-designation to Fluent English Proficient. Progress of students who have been redesignated will be monitored for four years.

Caliber: High School will evaluate each student's performance in academic content areas to measure the student's progress in all subjects. If an EL student fails to show appropriate progress in these academic

areas, modifications to the instructional program are made. In addition, Caliber: High School will annually evaluate the progress of its EL students as a group to determine if any broader programmatic modifications are necessary.

Special Education and English Learners

Caliber: High School will apply the same high standard of learning to all students, regardless of disability or language barriers. English Learners who are suspected of having a learning disability will be assessed according to the requirements and process described in the Special Education section. Just as all students who are classified as EL students are as fully integrated as possible into the programs of Caliber: High School, so are students with disabilities. EL students with IEPs will be given the necessary materials, mandated services, and equipment to support their learning. The Charter School's extended day and year model allows for significant time for staff to work in a variety of settings with English Learners who are also special education students, in order to bring them to English proficiency as quickly as possible, while meeting all the needs outlined in their IEP.

Monitoring and Evaluation of Program Effectiveness

Caliber: High School evaluates the effectiveness of its education program for ELs by:

- Adhering to adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

English Learner Advisory Committee

When the number of ELs at Caliber: High School reaches 21 students, an ELAC will be established. This committee will be comprised of parents of ELs, parents of non-ELs, and school staff. The ELAC will serve in an advisory capacity to provide both school leadership with input on school practices and expenditures pertaining to ELs. The ELAC shall:

- Advise the School Leader and staff on programs and services for ELs
- Advise the School Site Council on the development of a Local Control and Accountability Plan ("LCAP").
- Assist the Charter School in the development of the Charter School's needs assessment and the communication of the importance of student attendance to parents.

Parent members of the ELAC will be elected annually by parents and guardians of ELs. The percentage of parents of ELs on the ELAC will be greater than or equal to the percentage of EL students at the Charter School. EL parents must make up at least 51% of those parents serving on the ELAC. Upon formation of an ELAC, appropriate funds will be allocated to support reasonable expenses that parents may incur in carrying out their duties as members of the ELAC. On an annual basis, the Charter School shall provide the ELAC with relevant training that may be needed for members to carry out their duties.

Section A.9.4 Plans for Students with Special Needs

Caliber believes that all students, regardless of family background, income, race, religion, disability, gender, or health can and will learn.

Caliber: High School welcomes students with special needs. Caliber: High School recognizes its responsibility and commitment to support students with disabilities and pledges to work in cooperation with the Vallejo City Unified School District to ensure that a free and appropriate public education is provided to all students.

Caliber: High School's dedicated staff of specialists, counselors, and psychologists will work closely together with our teachers to ensure that the needs of each student, especially those with IEP, are met. The special education staff meets regularly for professional and program development and to share best practices for supporting special education students.

Differentiation is an essential component to all instruction at Caliber. We work to support the needs of all students, including those who may be academically behind or academically accelerated.

Special Education General Assurances and Overview

The Charter School will comply with all applicable state and federal laws in serving students with exceptional needs, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA"), and any other civil rights laws enforced by the U.S. Department of Education Office for Civil Rights ("OCR").

Caliber: High School will be its own local educational agency ("LEA") and shall seek membership in the El Dorado County Charter SELPA, of which the Caliber Public Schools: ChangeMakers Academy is a member.

In the event Caliber: High School seeks membership in a different state-approved SELPA, Caliber: High School will provide notice to District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence. Although a change in LEA status or SELPA membership shall not require a material revision of Caliber: High School charter, it may require an update of the parties' MOU to reflect these changes in legal status.

Upon official acceptance in a SELPA, Caliber: High School will provide the District evidence of membership. As an LEA member of the SELPA, Caliber: High School will receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

Caliber: High School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. Caliber: High School will participate in the State's quality assurance process for special education (e.g., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). Caliber: High School will participate in internal validation review.

Caliber: High School will provide related services by hiring credentialed or licensed providers or by contracting for related services from CDE-certified, nonpublic agencies.

Caliber: High School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by Caliber: High School shall be accessible for all students with disabilities.

Description of Special Education Services

Caliber: High School will follow the federal legal requirements for referring, evaluating, and identifying students with disabilities. The IEP teams include the mandated team members who together determine student needs, what goals to be developed to address those needs, what services are required to meet the goals, and the type of placement necessary to provide the services.

The pre-referral process at Caliber: High School will be through the Multi-Tiered System of Support process and/or through the Student Success Team. The MTSS team will include an administrator, teacher(s), specialist(s), and/or other members of the Charter School team. This team will review available data including but not limited to report cards, state test results, classroom work, classroom assessments, and observations. The MTSS team will determine appropriate interventions and support school wide, for grade level teams, and/or individual students. The MTSS may make a referral directly to special education if there is a concern or question about a possible disability. The MTSS may also refer a student to the SST team to include parents directly in planning and action steps for individual students. The SST team is composed of similar school personnel but will also formally include parents. The SST team may also make a referral to special education for appropriate students when there is a concern or question about a possible disability. Staff can complete a referral form to the MTSS team if they have concerns about a student. If a parent has a concern about their student, the MTSS or SST team will convene to discuss their concerns and create an action plan.

Parents have the right to make referrals for special education evaluations at any time. The Program Specialist will respond to these appropriately and within the legal 10-day timeline by contacting parents directly or holding an SST meeting. In either case, the Charter School will either provide an assessment plan to go forward with testing or provide a Prior Written Notice if they feel it is not appropriate at the time.

If at any time the MTSS or SST team feels an evaluation for special education is warranted, an assessment plan for special education will be offered to the family to go forward with evaluation. If parents agree and sign, then the legal 60-day timeline begins. The assessment process will involve all the necessary evaluators depending on the area of suspected disability. The evaluation will include all areas of identified needs and suspected disability. The evaluation will use standardized measures as well as use culturally appropriate assessment tools. When the assessment is completed, and before the 60-day timeline ends, an IEP meeting will be held to discuss the results of the assessment.

The IEP team will include the legally mandated members: parent/ guardian, administrator, general education teacher, special education teacher, and all evaluators. The IEP team will develop and plan an IEP for all students who are found eligible in any of the thirteen categories of special education which are based on the evaluation results and IEP team input. The IEP will include the following legal requirements including:

- Relevant assessment reports (e.g. academic, psycho-educational, speech and language, occupational therapy, etc.)
- Present Levels of Performance which include student strengths and areas of needs
- Goals which are based on areas of needs (e.g. academics, behavior, social/emotional, speech, etc.),
- Services which are based on how to support and/or meet the student's goals (e.g. Specialized Academic Instruction, Behavior Intervention Services, speech and language, Occupational Therapy, etc.)

- Placement where the students can receive their services and support. Caliber: High School will offer a continuum of placement options that include but are not limited to consultative services, small group/resource support, push-in to general education classes services, co-teaching, and Special Day Class (“SDC”). If students require a more restrictive placement, the team will also consider placement in Nonpublic Schools.
- The IEP will also include accommodations, modifications, and tools/equipment appropriate for the student based on their needs. A summary of these accommodations and modifications will be shared with each of the student’s teachers so they may be able to provide such accommodations and modifications.

After the IEP, the case manager of the student will monitor student progress towards goals by keeping and tracking data. Progress towards goals is provided to parents at every school wide grade period. At any time, a parent can request an IEP meeting that will be held within 30 days. Other team members may also request an IEP meeting at any time.

Section 504 of the Rehabilitation Act

Caliber: High School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Caliber: High School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

Students who may require a 504 Plan will be identified through the MTSS process. The MTSS team will include an administrator, teacher(s), specialist(s), and/or other members of the school team. This team will review available data including but not limited to report cards, state test results, classroom work, classroom assessments, and observations. The MTSS team will determine appropriate interventions and support school wide, for grade level teams, and/or individual students. The MTSS may make a referral directly to special education if there is a concern or question about a possible disability. The MTSS may also refer a student to the SST team to include parents directly in planning and action steps for individual students.

A 504 team will be assembled by the School Leader and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, the 504 team will make a referral for assessment under the IDEA.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. In developing the 504 Plan, the 504 team will consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by Caliber High School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students Under IDEA

Caliber: High School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

Caliber: High School will provide services for special education students enrolled in Caliber High School. Caliber: High School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

Caliber: High School agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow SELPA access to students, staff, facilities, equipment and records as required to fulfill all SCOE obligations imposed by law.

Staffing

All special education services at Caliber: High School will be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Caliber: High School staff shall participate in SELPA in-service training relating to special education.

Caliber: High School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Caliber: High School shall ensure that all special education staff hired or contracted by Caliber: High School is qualified pursuant to SELPA policies, as well as meet all legal requirements. Caliber: High School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Caliber: High School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

Caliber: High School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. Caliber: High School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

Caliber: High School shall have the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services. Caliber: High School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

Caliber: High School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Caliber: High School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Caliber: High School shall obtain parent/guardian consent to assess students.

IEP Meetings

Caliber: High School shall arrange and notice the necessary IEP meetings. IEP team membership shall comply with state and federal law. Caliber: High School shall be responsible for having the following individuals in attendance at the IEP meetings: the School Leader and/or Caliber: High School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other school representatives who are

knowledgeable about the regular education program at Caliber: High School and/or about the student. Caliber: High School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

Caliber: High School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation and Review

Caliber: High School shall be responsible for all school site implementation of the IEP. As part of this responsibility, Caliber: High School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for Caliber: High School's non-special education students. Caliber: High School shall also provide all home-school coordination and information exchange. Caliber: High School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

IEP meetings shall be held according to the following schedule:

- Annually to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When an Individual Transition Plan is ("ITP") required at the appropriate age
- If a meeting is required to determine if a student's conduct was a manifestation of their disability
- If the parent or guardian has requested a review of the student's progress.

Interim and Initial Placements of New Caliber: High School Students

Caliber: High School shall comply with Education Code Section 56325 with regard to students transferring into Caliber: High School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Caliber: High School from another program within the state, but outside of the same SELPA as Caliber: High School, who have a current IEP within the same academic year, Caliber: High School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Caliber: High School from a program within the same SELPA as Caliber: High School, within the same academic year, Caliber: High School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and

Caliber: High School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to Caliber: High School with an IEP from outside of California during the same academic year, Caliber: High School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until Caliber: High School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by Caliber: High School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Caliber: High School will cooperate with the SELPA and students' school districts of residence regarding sharing information as necessary.

Mental Health

Whenever necessary, as evidenced by student need, assessment or recommendation of a mental health provider, a referral for assessment of eligibility for mental health as a related service will be made to address a students' mental health needs and potentially access other supports or services for a student and his/her family.

Professional Development for Caliber: High School Staff

The School Leader, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education law. Regular teacher professional development regarding special education best practices and Universal Design for Learning will support all teachers to provide all students with opportunity to succeed.

Non-Public Placements/Non-Public Agencies

Caliber: High School shall be solely responsible for selecting, contracting with, and overseeing all nonpublic schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to Caliber: High School and no student shall be denied admission nor counseled out of Caliber: High School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Caliber: High School shall adopt policies for responding to parental concerns or complaints related to special education services. Caliber: High School shall receive any concerns raised by parents/guardians regarding related services and rights.

Caliber: High School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

Caliber: High School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In

the event that the parents/guardians file for a due process hearing, or request mediation, Caliber: High School shall defend the case.

SELPA Representation

Caliber: High School understands that it shall represent itself at all SELPA meetings.

Funding

Caliber: High School understands that it will be subject to the allocation plan of the SELPA.

Section A.10: School Culture for Students and Staff

Caliber: High School aims to foster a sense of belonging and joy in a structured and safe environment. We are intentional about how our staff, student and family cultures intersect to create positive student experiences and outcomes. We also believe that joy is liberatory and revolutionary and essential for impactful student outcomes.

Section A.10.1 Meaningful and Deep Relationships

Relationships are the heart of what we do. We know that significant relationships with adults, peers and the greater community in which a school is situated all influence students' experience and have positive impacts on student outcomes academically and personally. Students who have at least one adult on campus who they believe they can trust and knows them as a person are more likely to graduate on time, perform better academically, have stronger self-efficacy, and trusting relationships among their peers.

For students: Students will have robust opportunities to forge relationships with their peers through community circle, class-based discussions and enrichment activities. Students will have the opportunity to explore the complexities of relationships including navigating conflict and boundary setting within peer relationships. In addition, students will be encouraged to develop peer relationships, students will also be asked to develop a mentoring relationship with a staff member through our advisory program.

For staff: Students are at the center of what staff at Caliber: High School do. Our teachers are expected to forge relationships that validate and affirm our students' lived experiences and all that they bring into the learning environment. Each teacher will be responsible to mentor and advocate for students across campus. In addition, we expect teachers to develop collaborative relationships with colleagues in order to improve their own content understanding and better support students across our campus.

Section A.10.2 Restorative Practices

Our restorative approach is our responsibility to imagine the world as we wish to see it, instead of being constrained by the way it is. Restorative practices are a commitment to ensuring that our students are both held accountable while simultaneously reflecting on their choices, repairing the harm to individuals and community and identifying more productive choices in the future.

Students

Students participate in proactive community circles in order to build relationships with one another so that when harm is done, they will have a strong foundation for empathy, kindness, and respect to build from. In community circles, students will be making regular connections to the core values.

Staff

Staff have a consistent mind-set that the classroom and school building is the best place for students to be. In addition to having high expectations for students, staff will be trained to offer high levels of support and accountability for students. We will offer on-site clinical staff to proactively support students in processing trauma, and developing personalized re-regulation skills and navigating the complexities of adolescence. All staff will be trained in restorative practices and de-escalation techniques to use and model during challenging situations. Staff are able to identify proactive strategies to keep students within the learning environment and respond restoratively when students make a mistake.

Section A.10.3 Culture of continuous learning

As a school we honor the learning that takes place for students and adults on our campus. We want to inspire a love for learning so that our students and staff are life-long learners. We wish to model that we never “arrive” as experts but are continuously learning, refining and developing.

Students

A robust educational model that allows students to engage with rigorous and engaging learning. In addition to striving to meet grade level opportunities, we also will encourage students to extend opportunities for students to extend their learning through authentic extension activities.

Staff

We expect our teachers to model that learning is a continuous process. Our teachers will model this most broadly through the consistent refinement of their pedagogical practices to increase student achievement. Teachers will also model the collaborative nature of learning through participating and leading on-site professional development and leveraging outside resources to facilitate best practices

Section A.10.4 Adult Culture and Learning

Our teachers are learners and our learners are teachers. We believe that professional learning deeply informs the way our students experience their schooling. The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—will have profound implications for our team. We also know that supportive leadership and professional development are key factor in teachers’ decisions to stay at a school site in the long-term.²⁵ As a result, the leadership team will invest in hiring quality teachers and working closely with them to ensure their success.

Vision for Excellent Teaching

Our vision for excellent teaching emphasizes not only student outcomes but also student experiences. Caliber: High School will adapt the Caliber Public Schools Network’s vision for excellent teaching and excellent leadership.

²⁵ Bill and Melinda Gates Foundation. College-Ready Education. *40,000 Teachers Give Their Views on Education Reform in "Primary Sources: America's Teachers on America's Schools"* GatesFoundation.org. 2013. Web.

In order to meet this ambitious vision, each teacher will have a teacher coach, who is an instructional leader on campus. They will meet weekly or biweekly, depending on their experience and need for 1:1 meeting support, and will be observed and receive feedback at least weekly from their instructional leader. Classroom observations allow for direct and meaningful feedback about teacher practice. The Instructional leader responsible for coaching a teacher will decide the appropriate observation focus in accordance with the teacher's focus areas for development as identified in the Teaching Excellence Rubric. Caliber Public Schools utilizes the TNTP Core Teaching Rubric²⁶ and the Caliber Public Schools Equity Rubric (Appendix) as observation tools.

Vision for Excellent Leadership

Everybody on our campus is a trusted leader. We believe in collective responsibility and that all people's input and perspectives inform decision making. As a result, we believe in distributive leadership and the idea that everybody is working together to achieve equitable outcomes for students.

Professional Development Aims

The guiding principles for all professional development at Caliber: High School is as follows

1. *Ensuring every student learns:* Every professional in the building must engage with colleagues in the ongoing exploration of four crucial questions that drive the work of those within a professional learning community:
 - a. What do we want each student to learn?
 - b. How will we know when each student has learned it?
 - c. How will we respond when a student experiences difficulty in learning?
 - d. How will we extend this learning for students who have mastered it?
2. *A Culture of Collaboration:* The powerful collaboration of cross grade-level content teams will drive the school improvement process by allowing deeper understanding of common core state standards, pre-requisite skills and allow for timely intervention.
3. *A Focus on Results:* Data driven Instruction is essential to our instructional practices. Weekly data meetings

A sample of activities in professional development that align to these guiding principles are:

- Lesson internalization - identifying complexities and prepare in advance for student misconceptions
- Growth mindset - commitments ensuring students can access complex texts and tasks
- Vertical alignment of content from 9th-12th grade
- Continuously deconstruct standards for deep understanding
- Data driven instruction, data informed decisions

Each teacher at Caliber: High School will also receive individualized support. One hundred percent of teachers will receive at least one Weekly Data Meeting every week that includes (1) Agenda, (2) Student Work Analysis/Protocol, and (3) Identified Next Steps for Teacher and Coach.

Professional Development Calendar and Objectives

Whole School Professional development will occur on a weekly basis with one afternoon dedicated to research and development. Staff will also have weekly content level professional development

²⁶ https://tntp.org/assets/documents/TNTP_Core_Teaching_Rubric_2017-18.pdf

facilitated during their professional learning communities (PLC). In addition, all staff will have a coach who supports their learning, development and alignment to school and network priorities.

Section A.11: Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section “Caliber: High School Annual Goals, as aligned to Healthy Schools Framework & California State Priorities” in Element B of the charter for a description of the Charter School’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Element B: Measurable Student Outcomes

The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. - Education Code Section 47605(c)(5)(B)

Caliber: High School has clearly defined school wide outcomes and goals in compliance with Education Code Sections 47605(c)(5)(B). These goals are informed by and aligned with the eight state priorities and the state and local indicators published in the California School Dashboard.

These goals and metrics by which we measure our progress are incorporated into the LCAP which Caliber: High School will review, update, approve, and publish each year. Preparations for the Charter School’s LCAP will begin in the winter of the previous year, where the Board will review progress and outline goals for improvement. Over the course of each Spring, the LCAP will be iterated upon regularly and presented to the Board for feedback before approval before the end of the fiscal year. This process will give the Caliber: High School leader ample time to develop strategic plans over the summer.

The Caliber: High School LCAP provides a reasonably comprehensive description of the goals, actions, and outcomes in the state priorities, schoolwide and for all numerically significant subgroups (n>30), in accordance with Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B).

The LCAP is informed by Caliber Public Schools’s Healthy Schools Framework (“HSF”), which outlines six essential questions that our organization uses to determine the overall health of each of our schools. The Healthy School Framework will inform the measurement of health of Caliber: High School. These six essential questions are:

1. Does the Charter School demonstrate the core SEL competencies?
2. Does the Charter School deliver academic growth and achievement for our students?
3. Does the Charter School help our students make connections in their school experience that make them critically conscious of their world and the world beyond?
4. Does the Charter School promote equity and achieve equitable outcomes?
5. Is the Charter School financially and operationally sound?
6. Does the school live out the Caliber Public Schools values (feedback, affirmation & validation, collective impact, empathy & kindness)?

Each of the essential questions includes a description of the metrics used to evaluate them, and these metrics directly correlate to the California State Dashboard for school outcomes. We consider the HSF and the LCAP to be the Charter School’s blueprint for planning for the whole school year.

While the specific targets included in the Caliber: High School LCAP will vary somewhat from year to year, the overall goals and expected outcomes will remain relatively consistent in scope.

The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision of the charter” pursuant to Education Code Section 47607. Actions intended to ensure Caliber: High School meets these goals are delineated throughout this charter petition.

Below is a summary of Annual Goals and Outcomes for Caliber: High School as aligned with the LCFF State Priorities.

Caliber: High School Annual Goals, as aligned to Healthy Schools Framework & California State Priorities

HSF Essential Question	State Priority Alignment	Annual Goals	Measurable Outcomes
Does the Charter School demonstrate the SEL core competencies?	LCFF Priority 5: Student Engagement (Dropout Rate)	Students will persist through high school and middle school.	0% dropout rate 90% of students completing the year will re-enroll the following year.
	LCFF Priority 5: Student Engagement (Graduation Rate)	Students will graduate from high school within 5 years of entering 9th grade.	0% dropout rate 90% or higher earn a C or higher in core classes.
	LCFF Priority 6: School Climate	Students will remain in good behavioral standing with the Charter School.	0% suspension rate except in areas where the law mandates suspension
	LCFF Priority 6: School Climate	Students will remain in good behavioral standing with the Charter School.	0% expulsion rate, except in areas where the law mandates expulsion
Does the Charter School deliver academic growth and achievement for our students?	LCFF Priority 1: Basic Services	Students will have access to State-Standards-aligned materials to use in home and at school. ELs will be provided with the support and accommodations to fully access standards-aligned materials and services to support their mastery of standards, including ELD standards. Students with an IEP will be provided with the support and accommodations to fully access standards-aligned materials and services to support their mastery	100% access to standards-aligned materials 100% compliance with 100% of IEPs

		of standards, and engage in the program set forth in their IEP.	
	LCFF Priority 2: State Standards	All curriculum plans (scope and sequence, unit plans, lesson plans) will be aligned to State Standards.	100% of curricula are standards-aligned
	LCFF Priority 4: Student Achievement	<p>All students, including all subgroups, will demonstrate proficiency in ELA and Math.</p> <p>All students will earn a grade of "C" or higher in A-G approved courses</p>	<p>All students who have attended the school since 9th grade demonstrate, on average, 10% greater proficiency rate than surrounding area high schools</p> <p>At least 70% of students proficient on ELA college readiness standard on the SBAC exam.</p> <p>At least 50% of students proficient on Math college readiness standard on SBAC exam.</p> <p>100% A-G completion upon graduation</p>
	LCFF Priority 4: Student Achievement (High Schools Only)	<p>Students will earn a 3 or higher on at least one AP exam prior to graduation.</p> <p>Students will be college-ready in Reading, English, Mathematics, and Science.</p>	<p>100% of students who enroll in an AP course will sit the AP Exam in that course subject.</p> <p>100% of students enrolled in at least one AP course earn at least one 3 or higher on at least one exam.</p> <p>Students will score an average of 16 on the Reading portion of the EXPLORE exam (9th grade).²⁷</p> <p>Students will score an average of 14 on the English portion of the EXPLORE exam (9th grade).</p> <p>Students will score an average of 18 on the Mathematics portion of the EXPLORE exam (9th grade).</p>

²⁷ Each goal is aligned to the College Readiness Benchmark provided by ACT. In subsequent years, we will have goals aligned to the PLAN exam for 10th graders and the ACT exam for 11th graders. See the College Readiness Standards provided by ACT here: <https://files.eric.ed.gov/fulltext/ED510457.pdf>

			Students will score an average of 20 on the Science portion of the EXPLORE exam (9 th grade)
	LCFF Priority 7: Course Access	Students will be proficient in social studies and science.	<p>For students who elect to take AP World History in 10th grade, AP US History in 11th grade, and AP US Government & Politics in 12th grade, 100% of students sit the AP Exam and at least 50% earn a 3 or above.</p> <p>For students who elect to take an AP Science course in grades 11 and 12, 100% of students sit the AP Exam and at least 50% earn a 3 or above.</p> <p>80% of students meet proficiency standards on the California Science Test ("CAST").</p>
Does the Charter School help our students make connections in their school experience that make them critically conscious of their world and the world beyond?	n/a	Students will be able to make connections in their learning through opportunities outside the classroom	100% of students complete at least one community engagement experience before graduation
Does the Charter School promote equity and achieve equitable outcomes?	LCFF Priority 4: Student Achievement	English Learners will show growth in English proficiency and progress toward reclassification.	<p>100% of students designated EL grow at least one performance level/ year as measured by ELPAC</p> <p>100% of ELs who have attended the school for three years will reclassify as RFEP.</p>
	LCFF Priority 4: Student Achievement	Students with incoming NWEA MAP scores below 9 th grade in Math and ELA will demonstrate >1 year of growth each year.	50% of students will meet or exceed typical growth
Is the Charter School financially and operationally sound?	LCFF Priority 1: Basic Services	All teachers will hold a valid California Teaching credential with appropriate English Learner authorization as defined by the California commission on Teaching Credentialing and will be appropriately assigned.	100% of teachers appropriately credentialed in accordance with their content area

			100% of teachers holding EL authorization as required
	LCFF Priority 1: Basic Services	School facilities shall be maintained in a manner that assures it is clean, safe, and functional.	Average grade of 2.2 on Operations scorecard ²⁸
	n/a	The Charter School will operate according to a sound budget that is developed and published on a timely basis based on prudent revenue and expense assumptions.	Approved budgets reflect positive end of year fund balances each year that grows to >25% of operating expenses during the term of the charter. Charter School remains in good fiscal standing with the District.
	LCFF Priority 5: Student Engagement	The school will be fully enrolled with high levels of attendance.	The Charter School will meet 100% of projected enrollment Less than 3% chronic absenteeism Average Daily Attendance ("ADA") 95%
Does the Charter School live out the Caliber Public Schools values (feedback, affirmation & validation, collective impact, empathy & kindness)?	LCFF Priority 3: Parent Involvement	Parents will demonstrate satisfaction with academic programs and school involvement.	Average parent satisfaction exceeding 80% on annual survey >80% participation in annual family survey
	LCFF Priority 6: School Climate	Students will demonstrate satisfaction with the academic program.	Average student satisfaction of academic program exceeding 80% on annual survey

²⁸ The Operations Scorecard is a tool used by Caliber Public Schools to assess school operations. It can be found in Appendix__.

Element C: Assessment of Student Outcomes

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. - Education Code Section 47065(c)(5)(C)

To achieve our mission, we must measure student progress thoughtfully and precisely. At Caliber: High School, we will use data-informed instruction to support high academic achievement and are committed to collecting data systematically. We rely on a variety of assessments in order to measure student process and triangulate data to complete a picture of student growth. This complete picture informs intervention and acceleration plans for students.

- **State Summative Assessments:** Caliber will administer the required California state assessments, assessing grade level mastery in English Language Arts and Math using the Smarter Balanced Assessment Consortium ("SBAC"), English Learner Language Development using the ELPAC, Science mastery using CAST, health and fitness using the Physical Fitness Test ("PFT"), and ELA, Math, and Science for students with significant cognitive disabilities using the California Alternate Assessment ("CAA").
- **Diagnostic Assessments and Growth Measures:** Caliber will use NWEA MAP assessments upon enrollment to help teachers understand the baseline achievement of students in English and Math. For students who score beneath the 9th grade level, they will take MAP in Winter and Spring.
- **Interim Assessments:** Caliber: High School will use the CAASPP Interim Assessments (IABs and ICAs) to gauge student progress toward mastery in English and Math.
- **Classroom Formative and Summative Assessments:** Teachers will administer unit-based formative assessments daily and weekly, and summative assessments at the end of units.

The following table represents the range of assessments used at Caliber: High School:

Assessment	Description / Purpose	Timeline	Students	Who Responds	How It is used
Classroom Formative Assessments	Includes daily launches, checks for understanding, exit tickets, and Weekly assessments - covering either gateway standards or standards taught during that period of time to measure competency against standards	Daily & weekly	All Students, Grades 9-12	Classroom teacher	Teachers use checks for understanding and daily launches to inform instructional steps within the lesson. Teachers use exit ticket data to inform instructional steps for the next day. Teachers use weekly formative assessment data to inform instructional

					steps taken the following week.
Classroom Summative Assessments	Unit-based, standards-aligned assessment to measure competency	End of instructional unit	All students, Grades 9-12	Classroom Teacher	Teachers use summative assessments to assess learning in an instructional unit. For standards that spiral throughout the year, summative assessments can provide insights into longitudinal growth and provide opportunities to adjust instruction.
Devereux Student Strengths Assessment ("DESSA")	Nationally-normed universal assessment for Social-Emotional Competencies	2x/year: Fall and Spring	All students, Grades 9-12	School Leadership Team, SEL Team	DESSA is used to understand critical social and emotional data at the individual, grade, and school-wide levels.
SBAC	California State criterion-based Assessment in English and Math	Spring	All students, Grade 11	School Leadership Team, Classroom Teachers	SBAC is used for state reporting. The school leadership team will use SBAC data to assess the strength of the instructional program in English and Math and define instructional priorities in these areas.
PLAN/EXPLORE/ACT	National College Entrance Exam	Spring	All students, Grades 9-12	School Leadership Team, Classroom Teachers	ACT is a National College Entrance Exam. PLAN and EXPLORE have been adapted for the 9 th and 10 th grades, respectively, to build up to the 11 th grade ACT.
CAST	California State criterion-based	Spring	All students, at the end of their	School Leadership Team,	CAST is used for state reporting. The school leadership team will

	Assessment in Science		last science course	Science Teachers	use CAST data to assess the strength of the instructional program in Science and define instructional priorities in these areas.
NWEA MAP	National Norm-Referenced Test in English and Math	Fall, Winter, Spring	All students upon entry into 9th grade; students scoring below 9th grade level in subsequent administrations	School Leadership Team, Classroom Teachers	NWEA MAP is the primary diagnostic test for incoming 9th graders and will be used to gauge growth in Reading and Math for students below grade level.
ELPAC	Measure English Language Acquisition	Spring	All students classified EL, Grades 9-12	EL Coordinator, Classroom Teachers	ELPAC is used to enroll students in Newcomers / ELD, and will provide insight for classroom teachers to respond to EL needs in their classrooms.
PFT	California State Comprehensive Physical Fitness Test	Spring	All students, 9th Grade	Athletic Director	PFT is used for State reporting.

Data-Driven Decision-making

Teachers will engage in common planning time when they can examine student evidence of learning and compare it to what was taught to adjust future instruction. A primary focus of teacher professional development will be focused on data-driven instruction.

Caliber: High School will use student information systems PowerSchool and Illuminate to compile and visualize student mastery data.

Parental Notification of Student Progress

Parents will receive quarterly report cards from the Charter School with student progress. Student-led Parent-Advisor Conferences will occur twice annually. Student advisors will also regularly reach out to parents with academic progress reports. Teachers are also encouraged to regularly communicate directly with parents regarding students who are performing well and students who require additional support.

Parents will receive summaries of test performance for SBAC, CAST, PFT, and ELPAC.

Data Reporting

The school will publish student results annually through the SARC, in compliance with the California Constitution, Education Code and ESEA. In addition to the annual SARC, Caliber will develop an annual performance report based upon the data compiled. This report will be provided to all families at the Charter School as well as the governing board. It will also be posted on the Caliber website for public viewing.

This report will include:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the Board during the year.
- Data on the level of parent involvement in Caliber Public Schools' governance (and other aspects of the Charter School, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the Charter School and their qualifications.
- A copy of the Charter School's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether Caliber implemented the means listed in the charter to achieve a balanced student population (see Element G).
- An overview of Caliber's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of Caliber's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of Caliber relative to compliance with the charter generally.

Caliber shall comply with Education Code Section 47604.3 and the Public Records Act.

Element D: Governance and Structure

The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D)

Section D.1 Legal Affirmations

Caliber: High School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any student on the basis of race, ethnicity, sexual orientation, national origin, gender, gender expression, gender identity, disability, or any of the characteristics listed in Education Code Section 220, including immigration status.

Caliber: High School and Caliber Public Schools will comply with all applicable federal, state, and local laws. Caliber Public Schools will retain its own legal counsel when necessary. Caliber Public Schools will purchase and maintain as necessary general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies.

Caliber: High School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Caliber: High School, the Caliber Public Schools Board of Directors, any administrators, managers or employees, and any other committees of the Charter School will comply with applicable federal, state and local laws, nonprofit integrity standards, and the District's policies and regulations regarding ethics and conflicts of interest.

Caliber Public Schools is solely responsible for the debts and obligations of Caliber: High School.

Section D.2 Legal Structure

Caliber: High School will be a directly funded independent charter school and will be operated by Caliber Public Schools, a California non-profit public benefit corporation with 501(c)(3) tax-exempt status. Caliber Public Schools is the Charter Management Organization ("CMO") for the schools in its network. It is the responsibility of Caliber Public Schools to be accountable to the State of California and VCUSD for the governance and operation of Caliber: High School. Caliber Public Schools exists to ensure that the Caliber: High School adheres to this charter and that the Charter School has the resources and supports necessary to be successful. The Board of Caliber Public Schools will govern Caliber: High School.

Caliber Public Schools is a duly constituted California Nonprofit Public Benefit Corporation, and operates in accordance with applicable California corporation law. Please refer to Appendix for the organizational documents of Caliber Public Schools, including articles of incorporation, bylaws, and conflict of interest code.

Section D.3 Board of Directors

Caliber: High School is governed by the Caliber Public Schools Corporate Board of Directors (the “Board”). The Board shall be ultimately responsible for the operation and activities of Caliber: High School. The Board shall be governed in accordance with its corporate bylaws which shall be consistent with this charter, the Charter Schools Act and all other applicable laws.

The Board’s primary methods for executing its responsibilities are to create, adopt and monitor a long-term strategic plan and associated budget, and to employ and evaluate the leadership of Caliber Public Schools.

Caliber: High School will form a Parent Teacher Partnership (“PTP”) group (see below) to involve parents and members of the community in the operation of the Charter School. This council may assist the School Leader with activities such as recruitment, community outreach, resource development, extracurricular programs, and community service projects. Feedback from each of Caliber Public Schools’ PTPs will be communicated to the Board through CMO leadership.

Caliber Public Schools’ Board of Directors hold public meetings in accordance with the Ralph M. Brown Act and Education Code Section 47604.1(c). Parents and members of the public are invited to attend or join public board meetings in person at a school site or via a free conference line. Meetings are held in network schools. Board members support the mission of Caliber Schools and serve voluntarily. Caliber Public Schools will seek to ensure that its board members represent a broad range of expertise. Caliber Public Schools will ensure that the Board includes members with expertise in educational programs, real estate, law, finance, management, and philanthropy.

In accordance with Education Code Section 47604(c), Caliber Public Schools’ bylaws permit one representative of the District to serve on Board, should the District choose to appoint one. If the District chooses to do so, the Board shall appoint another director to ensure that the Board is maintained with an odd number of directors. The District representative will help to facilitate communication and mutual understanding between Caliber Public Schools and VCUSD.

In accordance with the Caliber Public Schools bylaws, the Board consists of at least three directors and shall not exceed thirteen directors. The Board currently has seven directors. Based on governance best practice, Caliber will seek to have a range of seven to thirteen directors over time. This number allows for sufficient expertise and the population of committees, while also ensuring the size is manageable for making strategic decisions. Each director will serve a three-year term. Terms will be staggered to ensure that at any given time no more than one third of the Board has less than one year of experience on the Board. New directors will be partnered with experienced ones in order to further the new directors’ effectiveness. Directors may not serve more than two consecutive terms unless approved by two-thirds of the Board.

Directors’ terms will expire according to the bylaws and as indicated in the Term Expiration Dates chart, included below. Directors shall have experience in one or more areas critical to charter school success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership, or fundraising.

Our Board is composed of individuals with significant experience in charter school management, education, school administration, school finance, education technology, real estate, and fundraising. New directors will be recruited and nominated by the governance committee or the entire Board as described below.

Table. Board Members, Positions, and Term Dates

Member	Position	Term Expires
Jennifer Moses	Chairperson	2021 (December)
Ron Beller	Secretary	
Margarita Flores Vasconcelos	Board Member	
Tony Adams	Treasurer	
Carolyn Hack	Board Member	
Nolan Highbaugh	Board Member	
Andrya Huntsman	Board Member	

Jennifer Moses, Caliber Founder and Board Chair

Jennifer Moses has spent the past two decades in education, public policy, and philanthropy after a career in investment banking. Most recently, she co-founded and was CEO for seven years of Caliber Public Schools, a TK-8 charter school group in the East Bay with 1,700 students. She is now Board Chair. She is a founding Trustee of Absolute Return for Kids (“ARK”), one of the largest children’s charities in the UK, and co-founder and Chair of King Solomon Academy, an all-through state school in London. She is a partner at Ed-Mentor, LLC, a VC fund that invests in education technology startups. Prior to moving to California in late 2009, she was a senior policy adviser to then British Prime Minister, Gordon Brown. She was previously Chief Executive of the policy think tank CentreForum, following her banking career as a Managing Director with Goldman Sachs. Jennifer is a graduate of Brown University, where she serves on the Corporation and is Chair of the Budget and Finance Committee, and Harvard Business School. She is married with three children.

Margarita Flores Vasconcelos, Caliber Board Member

Margarita Flores Vasconcelos is a Senior Director at the Chan Zuckerberg Initiative (“CZI”). On the education team, Margarita has managed and launched several portfolios and associated teams. Currently, Margarita leads a team focused on advancing inclusive and participatory work both within CZI and the field of education. Prior to joining CZI, Margarita supported districts like NYC Department of Education and non-profit organizations like Teach For America to redesign school and program models. Margarita has also worked to launch independent school networks in India, Indonesia, and Mexico. Margarita was the founding principal of KIPP Comienza Community Prep, a national blue-ribbon school. 85% of her staff were women of color, and she developed 12 of the 33 teachers she hired to become school and district leaders. Margarita also worked as a school district administrator, national recruiter, and spent 8 years teaching elementary students in East LA and Oakland.

Tony Adams, Caliber Board Member

Anthony Adams is an independent consultant in Vallejo, California working with organizations through his firm, groupVision (US). Anthony graduated from the University of Arizona with a degree in

economics. Prior to moving to California, as president of groupVision (Switzerland) AG in Zurich Switzerland, he consulted with companies and institutions throughout Europe and Asia for twenty years. Anthony's European clients included management teams in banking, re-insurance, technology, chemicals, pharmaceuticals, manufacturing, the food Industry, state agencies and the United Nations. Prior to his consulting career Anthony was a captain in the US Air Force stationed at Travis AFB and for three years in France. For seventeen years, he managed the family contracting, arid-plant nursery and tree business in Arizona. Anthony consulted on environmental projects for the Saudi royal family and for five years managed a start-up contracting firm in the Middle East for a Lebanon-based company.

Anthony was a routine guest lecturer at business schools including the University of St Gallen, University of Zurich, Rotterdam School of Management and the EPFL and IMD in Lausanne, Switzerland specializing in group collaboration and brainstorming techniques for risk-assessment, decision making, problem solving, negotiations, visioning and strategy development. Anthony trained consultants in risk-assessment skills at Deloitte, Cap Gemini, KPMG, and PriceWaterhouseCoopers. Over-arching themes emerging from Tony's work with computer-supported collaboration tools include: Learning Organizations, Knowledge Management, Vision Mapping and Systems Thinking for management teams.

Anthony is currently a planning commissioner and chair of the general plan working group for the city of Vallejo where he also serves on the board of directors for two local museums.

Carolyn Hack, Caliber Board Member

Carolyn Hack is currently a Senior Consultant for the KIPP Foundation, working with Executive Directors of KIPP regions on capacity building projects throughout the country. From 2015-2018, Carolyn led Aspire Public Schools, a charter management organization educating student in California and Memphis across 40 schools, as the Chief Executive Officer. For nearly a decade prior, Carolyn acted as the Chief Operating & Financial Officer at Uncommon Schools. She joined Uncommon Schools as Director of Finance in the summer of 2006 and began serving on the leadership team in 2009. During Carolyn's tenure, Uncommon expanded to 45 high quality schools in the Northeast and was awarded the 2013 Broad Prize for Public Charter Schools. At the very beginning of her career in education, Carolyn taught high school mathematics and coached basketball and soccer for five years in Northern California. As a teacher, she received "Outstanding Young Teacher Award" and yearbook dedication from Senior Class.

Carolyn received her B.A. in Economics from Johns Hopkins University, her M.A. from Stanford University's School of Education, and her M.B.A from Columbia Business School. In addition, Carolyn was selected as a Broad Fellow in 2007 and a Pahara-Aspen Fellow in 2014. Carolyn is a Paris lover, design and architecture hobbyist, Roger Federer fanatic, film and outdoor enthusiast, and steadfast yogi.

Ron Beller, Caliber Board Member

Ron Beller has been active in education for the past 11 years. He led the Children First reform program and restructuring of the New York City school system, the largest in the country with more than one million students, working under Chancellor Joel Klein. He is co-founder and Chair of Governors of King Solomon Academy an all-through state school in London which has been rated "Outstanding," the highest ranking by OFSTED, the UK schools' inspectorate. He is a co-founder and board member of Ark Schools, a high performing network of 31 state schools in the UK and is a founding board member of Leading Educators, a New Orleans based teacher leader training organization. Ron was founder and CEO

of investment companies Branch Hill Capital and Peloton Partners and was a partner at Goldman Sachs, a global investment bank. Ron is a graduate of Brown University. He is married with three children.

Nolan Highbaugh, Caliber Board Member

Nolan provides legal counsel to the KIPP Foundation on a wide range of issues including strategic decisions, transactions, human resources, governance, and real and intellectual property. Prior to joining KIPP, Nolan worked as an Associate in the Public Finance Department of Orrick, Herrington & Sutcliffe, LLP. Before entering law school, Nolan was a Budget and Policy Analyst for both the Chief Administrative Office of Los Angeles County and the Office of Mayor Willie L. Brown Jr. in the City and County of San Francisco.

Nolan attended U.C. Berkeley where he earned a Bachelor's degree in International Political Economy and a Master's in Public Policy. He earned his JD from Stanford Law School and is a member of the California State Bar Association. Even more noteworthy, Nolan volunteers as a Section Leader for the San Francisco Chinese New Year Parade with twelve years and counting under his belt.

Finally, Nolan is very proud to have been born and raised in Vallejo, CA where he returns on a regular basis to visit family and conduct 'VIP' tours of the city for friends.

Andrya Huntsman, Board Member

Andrya lives in Vallejo and works as a Senior Architectural Designer at Amato Architecture. A married mother of two, including a son with Autism and a daughter with ADHD, Andrya has been passionate about disability rights and about advocating for children with special needs for over a decade. Prior to enrolling her children with Caliber, she sat as Co-Chair for the Vallejo City Unified School District Community Advisory Committee and represented the Vallejo Community Advisory Committee at the Solano County Special Education Advisory Committee. Andrya joined the Caliber family just before they applied for their Vallejo charter and has since diligently supported the Caliber mission and community as a Founding Family. Andrya holds a Bachelor of Science in Interior Design from the Art Institute of San Francisco and finds designing for ADA, universal design, and accessible design to be near and dear to her heart. Andrya is also passionate about art and music, hiking, mountain biking, kayaking, and watching her children thrive.

Section D.4 Roles and Responsibilities of the Board

The Caliber Schools Board of Directors' primary responsibility is to help set policies and guide the leadership team of Caliber Public Schools. The Board is empowered to:

- Ensure that all Caliber Public Schools, including Caliber: High School adhere to the goals outlined in their charters, as well as state and federal guidelines and other Caliber Schools policies.
- Hold the leadership of the SSO accountable for overall network performance.
- Provide support to the SSO for fundraising, marketing and other services as needs arise.
- Define and refine Caliber Public Schools' mission, vision, and strategic direction.
- Ensure effective organizational capacity and planning.
- Ensure adequate resources and the effective management of those resources.
- Enhance the organization's public standing.
- Ensure fiscal, legal and ethical integrity and maintain accountability.

- Recruit and orient new board members.
- Assess board performance.

The Caliber Public Schools Board of Directors will meet at least quarterly. Meeting notices and agendas will be posted in compliance with the requirements of the Brown Act. Approved minutes from the previous Board meeting will be available in the administrative office. The Board Secretary will be responsible for recording governing board actions.

The Board will comply with all federal, state and local laws that are applicable to independent public charter schools, including but not limited to the Brown Act, the Political Reform Act, and Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.

Caliber Public Schools has adopted a Conflict of Interest Code, included in Appendix D-__, which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As required, the Conflict of Interest Code has been submitted to the Fair Political Practices Commission for approval. The Caliber Public Schools will retain its own legal counsel when necessary, and will purchase and maintain, as necessary, general liability, officers and directors, property, workers compensation, and unemployment insurance policies.

Caliber Public Schools may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which charter schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Caliber Public Schools any of these duties with the exception of budget approval or revision, approval of the fiscal audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing,
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at a minimum Conflicts of Interest and the Brown Act.

Board Committees

The Board has three standing committees with the following responsibilities:

- **Finance and Audit Committee:** Reviews budget proposals and year-to-date expenses and revenues and recommends an auditor, reviews the annual audit, and reports to the full Board;
- **Compensation Committee:** Reviews the CEO of Caliber Public Schools; and
- **Governance Committee:** Responsible for Board recruitment and development.

The Board may also appoint other temporary ad hoc committees composed of staff, parents, community members or other members of the public with varying areas of expertise. Examples of possible ad hoc

committees include: Development, Academic, and Real Estate. All committees will adhere to the Brown Act, as applicable.

Section D.5 Charter Management Organization

Caliber: High School will be a member of the Caliber Public Schools network. All schools in the CMO receive support and services from the network in exchange for a fee. Services include:

- Hiring the School Leader
- Holding the School Leader of the Caliber: High School accountable for the academic and fiscal performance of the Charter School.
- Recruiting school teachers and staff jointly with the School Leader
- Advocating on behalf of Caliber: High School by working to establish partnerships with community organizations, institutes of higher learning, and foundations and corporate entities that support public education.
- Providing high-quality training and support for the School Leader and operations coordinators
- Developing training materials to be used by the School Leader and operations coordinators at each school site
- Providing technical support, including on-site tech support staff, network support, and hardware and software procurement, installation and maintenance
- Enrollment services
- Real estate services
- Procurement services
- School growth and opening
- Budgeting and financial reporting
- Compliance in conjunction with the School Leader
- Fundraising
- Data management
- Innovation and curriculum development
- Development of assessment rubrics

The School Leader has responsibility at each Caliber Public School for the execution of the academic and socio-emotional program, developing relationships with parents, enrollment, relationships with the District and community groups and supervision of school-based employees.

Section D.6 School Leader

The School Leader will be the instructional and cultural leader of Caliber: High School. They are responsible for ensuring that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate outstanding academic progress for all students at the Charter School. The School Leader will report directly to the CEO and Head of Schools, and is responsible for the orderly operation of the Charter School and the supervision of all employees at the Charter School. Their tasks may include but are not limited to the following:

- Ensure Caliber Schools: High School lives up to its mission and vision;
- Coach, evaluate and support all teachers and staff;
- Communicate with and report to the CMO;
- Operate to the agreed school budget;
- In partnership with the CMO, participate in and develop professional development for school staff;

- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal law and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the CMO;
- Complete and submit required documents as requested or required by this charter and/or the CMO and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Ensure the security of the school building;
- Attend District administrative meetings upon request by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report and the School Accountability Report Card (“SARC”);
- Manage student discipline and, as necessary, implement the suspension and expulsion process;
- Participate in IEP meetings as necessary;
- Drive instructional excellence by ensuring that teachers receive appropriate and targeted coaching and professional development to implement successful classroom management and teaching strategies;
- Implement a comprehensive teacher evaluation system that includes regular classroom observations, goal setting and tracking, and formal evaluations drawing on multiple sources of evidence;
- Identify and reward strong teacher performance, drive retention of high performers, and create opportunities for professional growth;
- Engage students by being a visible, impactful presence in their daily lives on campus;
- Create a culture of high expectations and continuous improvement with a relentless focus on student achievement, operational efficiency, and self-improvement;
- Direct and supervise the behavioral program of the Charter School, instituting supportive student discipline policies to meet student population needs by incorporating Restorative Justice, Mindfulness, and Positive Behavior Interventions and Supports;
- Collaborate closely with the operations coordinator to ensure a safe and consistent school environment for students, and
- Plan the master schedule of classes as well as co-curricular supports for students.

Section D.7 Parental and Community Involvement

Caliber: High School will operate under the premise that teachers, parents, and students must work together as partners to create the potential for a quality education. Parents will be a vital part of this partnership. Throughout the school development process and beyond, Caliber: High School will involve parents as key stakeholders in the Charter School.

Parents and families of Caliber: High School students will have ongoing opportunities to communicate and engage with school leadership and the Board. The Board may invite parents to join standing or *ad*

hoc committees of the Board. Additionally, all board meetings will be open meetings as required by the Brown Act. Parents will be notified of meeting times and locations so that they may attend to offer public comments to the Board, offer feedback about the Charter School, or make suggestions for board action on items being discussed by the Board.

Caliber: High School will form a Parent Teacher Partnership Group. The group will meet regularly with the School Leader and Assistant Principal. The group will be responsible for representing the collective needs of families and caregivers with school leadership, as well as serving in a liaison role to support families and caregivers with individual needs. The council will also play a leadership role in coordinating family activities such as whole school dinners and celebrations.

Caliber will conduct an annual parent satisfaction survey. The results of this survey will be evaluated closely by the Board and will be included in the annual dashboard of school performance data shared publicly on the Caliber Public Schools website.

Parent Communication and Involvement	Who is Responsible
Multiple community information sessions before and during the enrollment period	School Leader
Home visits for most enrolled students before the beginning of the school year	School Leader and Teachers
Family Orientation sessions following the enrollment period and the week before the first day of school	School Leader
Family Commitment with each parent/guardian	Teachers, Parents, Students
At least two teacher/family conferences each year	Parents/Guardians, Teachers, Students
Frequent Parent Teacher Partnership meetings	School Leader and Assistant Principal
Bi-monthly newsletters to all families in English and Spanish	School Leader, Office Manager
Weekly Class Newsletters	Grade Level teaching teams

The Charter School will provide a variety of opportunities for interested families to volunteer at school, should families be available and willing. Examples include helping in classrooms, leading extra-curricular activities, coaching sports teams, assisting with event planning, attending field trips, attending Parent

Teacher Partnership meetings, serving on parent committees, fundraising, and communicating with other parents. Caliber appreciates that each family will contribute according to their capacity. Parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School

Building strong links with the local community is critically important to Caliber's success. Caliber will seek to partner with individuals and organizations in the community that complement Caliber's mission. These outreach efforts may include working with community organizations in the neighborhoods in which most of our students live and where the Charter School is located.

Examples of Vallejo community partnerships could include:

- **Summer Academy for Student Success (SASS).**
- **Lawrence Berkeley National Laboratory.** Caliber partners with LBNL to provide science instruction and enrichment including Family Science Nights.
- **Immersive Learning Center.**
- **Vallejo Project.** Caliber has begun a dialogue with the Vallejo Project around working together for community involvement and potential after-school program partnership.
- **Greater Vallejo Recreation District.**

Caliber Public Schools will also create opportunities to involve members of the community in supporting the charter schools, particularly through the College and Career Department. The Charter School's volunteer program may be composed of community members, the business community, college students, and parents. Volunteers may perform duties that include small group tutorials, support for field trips and other extra-curricular activities, and career days.

Element E: Employee Qualifications

The qualifications to be met by individuals to be employed by the charter school. -- Education Code 47605(c)(5)(E)

Section E.1 Certification

Caliber: High School will conform to Education Code Section 47605(l)(1), which requires that all charter school teachers shall hold the Commission on Teacher Credentialing certificate, intern credential, permit, or other certification required for the teacher's certificated assignment. Caliber: High School will employ teachers at the Charter School who are well qualified and fully compliant with ESSA requirements. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. Certificated teachers will be responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the Charter School's operational policies. Caliber: High School will maintain a current copy of teacher certificates on file and ready for inspection. The School Leader will monitor the credentials and ensure that the necessary documentation is on file. Caliber: High School may also employ or retain non-certificated instructional support staff at the Charter School in cases where an individual has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the Charter School's rigorous academic environment. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher.

Section E.2 Commitment

All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day, and continue their professional development during the Charter School's professional development days. Additionally, all staff must meet any additional guidelines and standards set by Caliber: High School and Caliber Schools.

All Caliber: High School faculty will:

- Abide by federal, state, and local law.
- Maintain a professional relationship with all students and a high level of professional conduct.
- Refrain from the abuse of alcohol, tobacco or drugs during the course of professional practice.
- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property.
- Comply with state, federal, and local law regarding the confidentiality of student records.
- Fulfill the terms and obligations detailed in this charter.
- File necessary reports of child abuse.

Section E.3 Hiring and Compensation

The Charter School will recruit teachers through various channels including Handshake, university career fairs, Teach for America Alumni, Ed Join, the Caliber Public Schools website, and graduate schools of education.

Each applicant will undergo formal interviews to ensure that he/she meets the requirements of the role as described below and that his/her values are aligned with the Caliber Public Schools educational philosophy. Prospective teachers will develop a project-based unit to demonstrate their understanding of the subject matter. The School Leader will be responsible for the final hiring decision.

All faculty and staff will undergo a criminal background check and fingerprinting to be conducted by the California Department of Justice, as well as a child abuse registry check. The applicants will be required to provide a full disclosure statement regarding prior criminal records. All staff will be required to produce documents for U.S. employment authorization. For medical safety, all staff must have medical clearance including proof of medical examination and a Mantoux tuberculosis (TB) risk assessment.

Compensation

Teachers are the core element of Caliber's success. It is therefore essential that teachers are supported, developed, and well compensated. The Charter School will offer competitive salaries, and compensation will be determined individually based on teaching experience, education, responsibilities undertaken, and by agreement with the teacher.

It is Caliber's belief that teachers are, and should be treated as, professionals, and, as such, are not hourly employees. In addition to salary, teachers will be offered a competitive benefits package. Salary and stipends will be outlined in formal employment offer letters signed by Caliber: High School and the employee. Standards of professional conduct will be clearly explained in the Employee Handbook.

Section E.4 Staff Roles and Responsibilities

School Leader

The School Leader coordinates all campus level planning and decision-making that involves the Charter School's professional staff, parents, and community members. While serving as general manager of the entire Charter School, the School Leader's primary role is to serve as instructional leader of Caliber: High School. They will be expected to spend significant time in classrooms supporting and developing teachers. As described below, Caliber's staffing model ensures that the School Leader has sufficient operational support on campus to enable him/her to focus on instructional leadership. See Appendix for a job description of the Caliber: High School Leader.

Teachers

Teachers will be responsible for all levels of classroom instruction and management. They will design, plan and implement a standards-based curriculum that prepares students for success in college. teachers will additionally be responsible for ensuring the Charter School's values are lived through the Charter School's culture. See Appendix for the job description.

Program Specialist

The Program Specialist shall serve the supervisor of the Special Education Department and will maintain a caseload of special education students.

Education Specialists (Special Education Teachers)

Education Specialists will be responsible for ensuring that all special education students are meeting the goals outlined in their IEPs. Education Specialists will additionally be responsible for ensuring the Charter Schools' values are lived through the Charter School's culture. See Appendix for job description.

ELD Coordinator

The ELD coordinator shall be the instructor for designated ELD and Advanced Literacy. The ELD Coordinator is also responsible for administering ELPAC, maintaining parent communication regarding EL status, and provide specialized instruction-focused professional development for teachers.

College and Career Counselor

The College and Career Counselor shall have a caseload of 11th and 12th graders for whom they will support through the college admissions process. The College and Career Counselor is also responsible for arranging outside-of-school community engagement activities, and tracks completion of the community engagement graduation requirement.

Other Administrative Roles

Additional administrative roles at Caliber: High School will include:

- **Assistant Principal.** Caliber will hire a total of three Assistant Principals over the course of the first four years. Reporting to the School Leader, one Assistant Principal will serve as the STEM instructional leader at the Charter School; one will serve as the Humanities instructional leader at the Charter School; and a third Assistant Principal oversees the social-emotional programming. They will also be responsible for parent engagement and disciplinary management on campus. See Appendix for job descriptions.
- **Director of Operations.** Reporting to the School Leader and the Caliber Public Schools Director of Regional Operations, the Operations Coordinator will oversee all operational management of the Charter School including, but not limited to, technology infrastructure, facilities maintenance, food service and compliance. See Appendix for job description.
- **Office Manager.** Reporting to the Director of Operations, the Office Manager will support all daily operations at Caliber: High School. They will play a critical community liaison role by greeting all visitors, including families, as they enter the school. As such, it is a requirement that the Office Manager be bi-lingual in English and Spanish.

Evaluation

All Caliber: High School staff will be evaluated formally by their supervisor (the School Leader, an Assistant Principal, or the Director of Operations) annually. Annual goals and objectives will be developed jointly by each staff member and his/her supervisor in accordance with the mission and vision of Caliber: High School and aligned to our teaching for excellence rubric. Staff evaluations will be based on the degree to which goals and objectives have been achieved. If a staff member is having difficulties achieving his/her goals, the supervisor will provide appropriate support and training. Those staff members not meeting expectations will be given at least one verbal warning followed by two written warnings and thirty (30) days' notice and then may be terminated. If a complaint arises regarding the evaluation process, an employee should attempt to resolve the issue with the immediate supervisor who conducts the employee's evaluation. See Appendix for our teacher performance evaluation rubric.

Caliber Public Schools SSO Staff

The Caliber Public Schools' SSO is staffed to support each of the schools in the Caliber Public Schools network. The following members of the SSO team will be directly supporting the Caliber: High School.

- Chief Executive Officer
- Chief Operating Officer

- Head of Schools
- Head of Talent
- Head of HR
- Head of Data, Research, and Analytics
- Director of Regional Operations
- Director of Special Education and Student Services

Element F: Health and Safety Procedures

Governing Law: *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. —Education Code Section 47605(c)(5)(F).*

In order to provide safety for all students and staff, Caliber: High School has adopted and implemented full health and safety procedures at our school site in consultation with insurance carriers and risk management experts. The health and safety procedures will be annually updated and reviewed, in consultation with staff and families. These procedures are distributed, as appropriate, to all staff and families. The following is a summary of the health and safety policies of the Charter School.

Section F.1 Personnel Screening Procedures

Caliber: High School will follow clear procedures to ensure the health and safety of pupils and staff, including in its selection and screening of staff members, contractors, and volunteers.

Procedures for Background Checks

Employees and contractors of the Charter School are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Caliber: High School shall not hire any person, in either a certified or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Section 44830.1 and 45122.1. Caliber Public Schools' Head of HR is responsible for monitoring compliance with this policy and reports to the Caliber Public Schools Board on a regular basis. Volunteers who volunteer with students outside of the direct supervision of a credentialed employee will be fingerprinted and receive background clearance prior to volunteering in such a capacity.

Role of Staff as Mandated Child Abuse Reporters

All Caliber: High School employees are mandated to child abuse reporters and follow all applicable reporting laws. Caliber: High School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Section F.2 Facility Safety

The Charter School facility will comply with all applicable State, Federal and local regulations, including the fire code, and maintain readily accessible records for such regulations. Caliber: High School will comply with Education Code Section 47610 by utilizing facilities that are compliant with either the Field Act or State Building Code, including provisions for seismic safety. Caliber: High School agrees to test

sprinkler systems, fire extinguishers, and fire alarms as required by law at its facilities to ensure that they are maintained in an operable condition at all times.

Compliance with Safety Requirements Assurance

Caliber: High School assures that the Charter School's facilities and any modifications made to its facilities will comply with state building codes, federal Americans with Disabilities Act ("ADA") access requirements, and other applicable fire, health, and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

Asbestos Management

The Asbestos Hazard Emergency Response Act ("AHERA") requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Fire, Earthquake, and Evacuation Drills

Students and staff will participate in earthquake drills, fire drills, and lock-down drills as required by law. As noted below, the Charter School has developed a Comprehensive School Safety Plan, which will be kept on file in the Charter School office for review. School staff will continue to be trained annually on the safety procedures outlined in the Plan.

Section F.3 Health and Safety Procedures

TB Risk Assessment and Examination

Caliber: High School employees and volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) for tuberculosis before commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000- 6075.

Medication in School

Caliber: High School will adhere to Education Code Section 49423 regarding the administration of medication in school. Caliber: High School will adhere to Education Code Section 494414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, Scoliosis

Students will be screened for vision, hearing, dental, and scoliosis. Caliber: High School will adhere to Education Code Section 49450, *et seq.* as applicable to the grade levels served by the Charter School.

Suicide Prevention Policy

Caliber: High School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum, every fifth year, its policy on pupil suicide prevention, and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Feminine Hygiene Products

Caliber: High School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced-Price Meal

Caliber: High School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

Caliber: High School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 9-12, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*)

School Safety Plan

Caliber Public Schools shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning
- The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- Procedures for conducting tactical responses to criminal incidents

Food Service and Other Auxiliary Services Safety

Caliber: High School will contract with an outside agency for its foodservice needs. Caliber: High School will be responsible and accountable for filing all documents necessary for operating the foodservice program, as well as for reimbursement of meals through the National School Lunch Program and other federal and state meal programs.

Hazardous Materials

Caliber: High School will ensure that its auxiliary services such as food services, transportation, and custodial services are safe and free from hazardous materials.

Pandemic-Related Health & Safety Procedures

Caliber: High School will implement health and safety procedures for the duration of the COVID-19 pandemic that meet State and local requirements related to the operation of schools.

Emergency Preparedness

The Caliber: High School Safety Plan will be adapted each year specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshall. It will include, but not be limited to, the following types of emergency preparedness: fire, flood, earthquake, terrorist threats, gang activity, and hostage situations. All staff will be trained on emergency preparedness procedures in the School Safety Plan.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

CPR Training

All certificated instructional staff and school leadership will be CPR and first aid certified.

Bloodborne Pathogens

Caliber: High School will meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board will establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including HIV and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

Caliber: High School will function as a drug-, alcohol- and tobacco-free workplace.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

Caliber: High School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's

association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Caliber: High School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Caliber: High School (including employee to employee, employee to student, and student to employee misconduct).

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

Caliber: High School has adopted procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certified school site employees and all other school site employees who have regular interaction with children.

Element G: Student Population Balance

The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. - Education Code Section 47605(c)(5)(G)

Caliber High School will maintain a recruitment strategy with the intention of ensuring a student population balance that closely reflects the demographics of those living within Vallejo City Unified School District.

Recruitment Strategy

The Caliber Public Schools School Support Organization will have a student recruitment lead whose responsibility will be to drive the student recruiting strategy and implementation. This staff member uses annual family survey data to continuously monitor the elements of the Charter School that most attract families, and regularly adjust strategy based on outcomes. We will analyze data by comparing enrollment of Caliber High School and the District, and act to ensure that the balance of student enrollment closely matches the District.

Our team has developed relationships with Vallejo parents, local community organizations, and churches, as well as grown an online presence on key social media and created an easily accessible website with enrollment information.

Caliber has and will continue to use a variety of strategies to ensure our student body's diversity reflects that of the community. These strategies include, but are not limited to, the following:

- Adopting an open enrollment timeline that allots ample opportunity for outreach to students and families, information sessions, and parents to submit required enrollment materials.
- Distributing brochures, flyers, and other marketing materials in English and Spanish in neighborhoods, local grocery stores and coffee shops, and community organizations.
- Conducting outreach to a broad base of culturally diverse community organizations including churches, youth centers, local sports leagues, neighborhood groups, and other leadership organizations.
- Involving Caliber families in the recruiting activities, from sharing information to inviting families to share their experiences with prospective families at open house events
- Presentations and information distribution at community events, community centers, local businesses, libraries, social services agencies, faith-based organizations, grocery stores, farmers markets, and shopping centers
- Translating all enrollment materials, information sessions, and parent meetings in both English and Spanish.
- Hosting information sessions to provide information about Caliber: High School's mission, educational program, and curriculum.
- Outreach to local television, radio, and print media reporters
- Outreach to online groups such as Vallejo Happenings, and Facebook.
- Hosting special community events where prospective families can meet Caliber staff and network with one another.

- Hosting Facebook and Instagram LIVE events for prospective families in both English and Spanish
- Communicating clearly in all outreach efforts and marketing materials that Caliber: High School is open to and prepared to serve all student populations, including academically low-achieving and low-income students, along with English Learners and students with special needs.
- Utilizing social media and other online means to increase awareness of Caliber: High School.
- Working alongside parent leaders to leverage their networks to recruit families.

Achieving Student Population Balance

Caliber: High School will keep on file documentation of the efforts made to achieve a student population balance, as well as an accurate accounting of the demographics of students enrolled in the Charter School.

In order to ensure a student population balance, Caliber will conduct the following recruitment efforts, outreach programs, and activities:

- Maintain student demographic data to ensure accurate accounting of the balance of students enrolled in the Charter School.
- Develop and distribute flyers or brochures, applications, and other recruitment materials that reflect the diversity of the community and that are in English and Spanish.
- Use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the school website, and/or sending out press releases to the local media.
- Visit middle schools that will serve as feeders to Caliber.

We are committed to ensuring that all outreach efforts are accessible and welcoming to students and families from all backgrounds. Calber High School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status or association with an individual who has any of the aforementioned characteristics).

Element H: Admission Policies and Procedures

Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e).- Education Code Section 47605(c)(5)(H)

Caliber: High School will be an open-enrollment, tuition-free public school with no academic or discipline-related requirements for admission. The Charter School will be nonsectarian in its programs, admission policies, and all other operations. The Charter School will not discriminate on the basis of race, religion, gender, gender expression, gender identity, national origin, disability of students, parents, or guardians, or any of the characteristics listed in Education Code Section 220.

Section H.1 Admissions Timeline and Process

Caliber: High School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be admitted to students prior to acceptance and enrollment into the Charter School. Caliber: High School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Caliber High School will actively recruit a group of diverse students who are invested in our school's mission. Admission to the school will be open to any resident of the Vallejo City Unified School District and surrounding areas.

Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Formal recruitment of incoming students begins in or after August of each calendar year for the following school year, beginning with the Caliber: High School advertising the open enrollment period. The recruitment process will begin in September of the previous year and will be held through the middle of March. During this period any student who expresses his/her intent to enroll will do so by

completing an online Intent to Enroll form through an online enrollment program (currently, SchoolMint).

Upon receipt of the required documents to enter into the lottery, the student's parent/guardian receives the rules that will be followed during the lottery process. If admitted through the random public drawing, the student may formally enroll by completing and submitting the full registration packet.

Registration packets for students who are admitted include the following:

1. Student/Parent Emergency and Disaster Information
2. Annual Health Inventory Form
3. Policies distribution and signatures
4. Ethnicity and Home Language Survey
5. Proof of Age
6. Copy of Guardian Identification
7. Report of Health Examination for School Entry
8. Cumulative Records Request²⁹
9. Oral Health Assessment Form
10. Proof of Immunization
11. Last report card

Section H.2 Public Random Drawing

At full capacity, Caliber: High School will serve approximately 600 students in grades nine through twelve. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year.

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, Caliber: High School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year.

Admission preferences in the case of a public random drawing shall be as follows:

1. All students enrolled at Caliber: ChangeMakers Academy
2. Siblings of students admitted to or attending Caliber: High School
3. Children of Caliber: High School teachers and staff
4. Children of Caliber Public Schools Board members
5. Children of founding team members, as defined per Board policy
6. Residents of the District
7. If the Charter School is physically located in the attendance area of a District public elementary school in which at least 55% of the enrollment is eligible for free and reduced price lunch, then students currently enrolled in that school and students who reside in that elementary school attendance area will be given preference in accordance with Education Code Section 47614.5(c).
8. All other applicants

²⁹ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

The Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the School Leader). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will the wait list carry over to the following school year.

Lottery rules, deadlines, dates and times for the random drawing will be communicated in the enrollment applications and on the Charter School's website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The lottery drawing will be selected for a date and time such that interested parties will be able to attend. The Charter School will seek a location for the lottery either in or near the location of the school facility and in a space large enough to ensure all interested parties may observe the lottery.

Lottery rules, deadlines, dates and times for the random drawing will be communicated in the enrollment applications and on the Charter School's website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The lottery drawing will be selected for a date and time such that interested parties will be able to attend. The Charter School will seek a location for the lottery either in or near the location of the school facility and in a space large enough to ensure all interested parties may observe the lottery.

Element I: Annual Fiscal Audit

The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. - Education Code Section 47605(c)(5)(I)

Section I.1 Fiscal Controls

Caliber: High School will be a fiscally independent, direct-funded charter school. The Board takes seriously its fiduciary responsibility to oversee the management of public funds. As such, a system of internal fiscal controls will be instituted. See Appendix for board-approved fiscal policies and procedures.

On-site management of Caliber: High School's finances are the responsibility of the School Leader, who will be assisted by the Director of Operations.

We have created a proposed budget that reflects operational funding levels including revenues and expenses for our planning year and the first three years of operation. The budget and assumptions can be found in Appendix

We will follow financial best practices in establishing investment strategies for cash balances and deposit procedures for all school funds.

If Caliber: High School chooses to apply for the Charter School Revolving Loan Fund, we will comply with all obligations pursuant to Education Code Section 41365.

Section I.2 Annual Audit

An annual independent financial audit of the books and records of Caliber: High School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The Board forms an Audit Committee that will annually oversee the selection of an independent auditor and will oversee the completion of an annual audit of Caliber: High School's financial books and records. This audit will be conducted in accordance applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide, and will verify the accuracy of Caliber: High School's financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), attendance and enrollment accounting practices, and internal controls.

The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required by applicable federal law, the scope of this audit will be expanded to include any relevant items or processes identified in the applicable Office of Management and Budget Circulars. Caliber Public Schools will provide the internal controls policy, the full general ledger accounting system, and any reports requested to be provided by the Charter School to the auditors. The Charter School will also make available the receivable and disbursement files.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year.

The Audit Committee will review any audit exceptions or deficiencies and report recommendations to the Board as to how these have been, or will be, resolved. The Board will act upon these recommendations and report its actions to the District. Any disagreement between the District and Caliber Public Schools concerning the resolution of audit exceptions or deficiencies shall be referred to the dispute resolution process described in Element N, herein. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of Caliber: High School will be public record, to be provided to the public upon request.

Element J: Suspension and Expulsion Policy and Procedures

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).

Section J.1 Policy

The Student Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Caliber Schools ("Charter School"). In creating this policy, Caliber Schools has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* Caliber Public Schools is committed to annual review of policies and procedures surrounding suspensions, expulsions and involuntary removals, and as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

This policy and its procedures will be printed and distributed as part of the Family Handbook and will clearly describe discipline expectations. Caliber shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, expulsion, and involuntary removal.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Caliber has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Caliber: High School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Caliber Schools has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing. The Charter School shall use the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion below.

Section J.2 Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre- initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

s) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e).

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and

invading the rights of either school personnel volunteers and/or student(s) by creating an intimidating or hostile educational environment.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

c) Causing a reasonable student to experience substantial interference with their academic performance.

d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by Caliber Public Schools.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

a) A message, text, sound, video, or image.

b) A post on a social network Internet Web site including, but not limited to:

i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

d) An act of cyber sexual bullying.

i. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (a) to (d), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

ii. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a

crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee concurrence.

b) Brandished a knife at another person

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the

person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

c) Causing a reasonable student to experience substantial interference with their academic performance.

d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit

from the services, activities, or privileges provided by Caliber Schools.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

a) A message, text, sound, video, or image.

b) A post on a social network Internet Web site including, but not limited to:

i. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

ii. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

d) An act of cyber sexual bullying.

i. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit

photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

ii. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

c) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

x) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference: Suspension shall be preceded, if possible, by a conference conducted by the School Leader or the School Leader designee with the student and the student’s parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Leader or designee.

The conference may be omitted if the School Leader or designee determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. Notice to Parents/Guardians: At the time of the suspension, the School Leader or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the School Leader or School Leader's designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parents, unless the student and the student's parents fail to attend the conference.

This determination will be made by the School Leader or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be

expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Leader or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Caliber School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Caliber: High School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the

testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Caliber Schools or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Caliber Schools must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, Caliber Schools must present evidence that the witness' presence is both desired by the witness and will be helpful to Caliber Schools. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be

represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision: The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final decision regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel: The School Leader or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel, including the Board of Directors adopted findings of fact, to the student and the student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student; and
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Caliber Schools.

The School Leader or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

- a) The student's name; and
- b) The specific expellable offense committed by the student

K. Disciplinary Records: Caliber Schools shall maintain records of all student suspensions and expulsions at Caliber Public Schools. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal: The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/ Alternative Education: Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans: Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to Caliber Schools for readmission.

O. Readmission or Admission of Previously Expelled Student: The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school, district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the School Leader or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Leader or designee shall make a recommendation to the Board of Directors following the meeting regarding the School Leader's or designee's determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's

readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers: The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. **Notification of SELPA:** Caliber: High School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Caliber Schools or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension:** Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. **Procedural Safeguards/Manifestation Determination:** Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Caliber Schools, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Caliber Schools, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a) Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not

conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and;

c) Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals: The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances: Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Leader or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting: The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services: A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- I. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Caliber Schools supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- II. The parent/guardian has requested an evaluation of the child.
- III. The child's teacher, or other Caliber Schools personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Caliber Schools supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited

evaluation if requested by the parents; however the student shall remain in the education placement determined by Caliber Schools pending the results of the evaluation.

Caliber Schools shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: Employee Retirement Systems

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. —Education Code Section 47605(c)(5)(K).

Caliber Public Schools will make all contributions legally required of employers in California such as Medicare, workers compensation, Social Security, and unemployment insurance, as applicable. In compliance with Education Code Section 47611, Caliber Public Schools will inform all applicants for positions within the Charter School about their retirement options and transferability, or lack thereof, of retirement programs in which they currently participate. The Chief Operating Officer or designated staff member of Caliber Public Schools shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made.

All full-time staff participate in a 401(k)-retirement savings plan sponsored by Caliber Public Schools. Currently, Caliber Public Schools contributes 3% of each eligible staff member's annual salary or wages to a 401(k) program that will vest over three years. Staff may contribute additional funds. Policies may change during the term of the charter. Caliber Public Schools will routinely review potential retirement options for its faculty and staff and will provide the most valuable and convenient options to its employees that the organization can sustain.

Element L: Public School Attendance Alternatives

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. —Education Code Section 47605(c)(5)(L).

No student shall be required to attend Caliber: High School. The parent or guardian of each pupil enrolled in the Charter School shall be informed on admissions forms that the pupils have no right to admission to a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in Caliber: High School, except to the extent that such right is extended by the local education agency. A student who chooses not to attend the Caliber: High School or whose conduct requires that student's involuntary transfer from the Charter School, may attend either a local public school to which s/he is assigned or chooses pursuant to District policy or the policy of another school district. In addition, s/he can pursue an inter district transfer in accordance with existing enrollment and transfer policies of the Vallejo City Unified School District.

Element M: Employee Return Rights

The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. —Education Code Section 47605(c)(5)(M).

No public school district employee shall be required to work at the Caliber: High School. Permanent employees of the VCUSD who leave their positions to work at Caliber: High School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Caliber: High School's employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment at Caliber: High School that the District may specify, and any other rights upon leaving employment to work in the Caliber: High School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Caliber Public Schools. Employment by Caliber Public Schools provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element N: Dispute Resolution

The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. —Education Code Section 47605(c)(5)(N).

The following provisions are intended to define a mechanism for: (a) the resolution of any disputes between Caliber: High School and the District pursuant to their policies and; (b) ensuring the high operational standards of the Caliber: High School while minimizing the oversight burdens on the District. With respect to each of these procedures, it is Caliber Public Schools' intention that all public commentary be withheld pending full resolution.

Caliber Public Schools' Uniform Complaint Procedure can be found in Appendix.

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

Caliber: High School and VCUSD will be encouraged to attempt to resolve any disputes with VCUSD amicably and reasonably without resorting to formal procedures. The Caliber: High School acknowledges the District's ongoing right to inspect or observe the school under Education Code Section 47607, et seq., and such inspection and observation is not subject to this dispute resolution mechanism.

In the event of a dispute between Caliber: High School and VCUSD, the staff, employees, and Board members of Caliber Public Schools and VCUSD agree to first frame the issue in written format ("dispute statement") and refer the issue to the District Superintendent and the School Leader of Caliber: High School. In the event that VCUSD's Board of Directors believes that the dispute relates to an issue that could lead to revocation of this charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a prerequisite to the VCUSD's ability to proceed with revocation in accordance with Education Code Section 47607.

The School Leader of Caliber: High School, leadership of Caliber Public Schools, and District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent, the School Leader of Caliber: High School, and leadership of Caliber Public Schools, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the District Superintendent, leadership from Caliber Public Schools, and School Leader shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute.

The format of the mediation session shall be developed jointly by the District Superintendent and Caliber Public Schools leadership. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between VCUSD and Caliber: High School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of VCUSD and Caliber Public Schools.

Element P: Closure of the Charter School

The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. —Education Code Section 47605(c)(5)(O).

Should Caliber: High School cease operation, Caliber Public Schools shall comply with all portions of Education Code Section 47605(c)(5)(O) and Title 5, California Code of Regulations, Section 11962 regarding the closure of the Charter School. The entity responsible for conducting closure related activities shall be Caliber Public Schools. Closure of the Caliber: High School shall be documented by official action of the Board of Directors of Caliber Public Schools. The action will identify the reason for closure. The District will work cooperatively to assist Caliber Public Schools in closure related activities.

In the event of closure, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of the Caliber: High School will be issued by the Charter School after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to the District.
2. Written notification to District, the County Office of Education, California Department of Education, the SELPA, the 401(k) administrator and the federal social security system of the Closure Action shall be made by Caliber Public Schools by registered mail.
3. All written notifications regarding the Closure Action shall include the effective date of the closure; the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.
3. As applicable, Caliber Public Schools will provide parents, students and VCUSD with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Caliber Public Schools will ask VCUSD to store original records of the Caliber: High School students. All student records of the Caliber: High School shall be transferred to VCUSD upon closure. If VCUSD will not or cannot store the records, Caliber: High School shall work with VCUSD to determine a suitable alternative location for storage.
4. All state assessment results, special education records, and personnel records will be transferred to and maintained by Caliber Public Schools in accordance with applicable law.
5. A financial closeout audit of the Charter School will be paid for by Caliber Public Schools to determine the disposition of all assets and liabilities of Caliber: High School, including plans for disposing of any net assets. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any

reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Caliber: High School. The assets of the Caliber: High School shall first be prioritized towards paying any debts of the Caliber: High School including any overpayment or over apportionment of state funding, and any and all fees or sums owed to VCUSD. All other assets shall be distributed in accordance with applicable law and regulations and, to the extent permitted, may be distributed by Caliber Public Schools to other charter schools operated by Caliber Public Schools. The final independent audit shall be completed within six months of school closure and will be provided to VCUSD promptly upon its completion.

6. This audit will be conducted by an independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by the Caliber: High School will be the responsibility of Caliber Public Schools and not VCUSD. Caliber Public Schools understands and acknowledges that it will cover the outstanding debts or liabilities of the Caliber: High School. Any unused restricted monies at the time of the audit will be returned to the appropriate funding source, as required.

7. Caliber Public Schools understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the SELPA, and other categorical funds will be returned to the source of funds. Any VCUSD property that is used by the Caliber: High School remains District property, is not an asset of Caliber: High School, and must be returned to VCUSD when the Caliber: High School closes.

8. For six calendar months from the Closure Action or until budget allows and closure is complete, whichever comes first, sufficient staff as deemed appropriate by the Caliber Public Schools Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the Charter School and student transfers.

9. The Caliber Public Schools Board shall adopt a plan for wind up of the Charter School and, if applicable, the corporation, in accordance with the requirements of the Corporations Code.

10. In addition to a final audit, Caliber Public Schools will also submit any required year-end financial reports and any annual reports required pursuant to Education Code Section 47604.33.

11. As specified by the Budget in Appendix 10.1, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Provisions

The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. —Education Code Section 47605(h).

Caliber: High School will ensure that it operates using a sound financial model. The pre-opening and three-year budget with cash flow and assumptions can be found in Appendix. These documents are based upon the best data available to the petitioners at this time.

The budget demonstrates that when the Charter School is fully enrolled with 600 students, it expects to be sustainable on public funding.

Financial Reporting

Caliber: High School has drafted a complete set of fiscal control policies and procedures (Appendix) for the Charter School's operation. Caliber: High School shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(h) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Insurance

Caliber: High School will maintain general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of its size and nature for the operation of the Charter School. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District. Insurance coverage amounts will be based on recommendations provided by the District and the Charter School's insurer.

Administrative Services

The manner in which administrative services of the charter school are to be provided. —Education Code Section 47605(h).

With the exception of services performed by VCUSD in providing oversight to Caliber: High School as defined by Education Code Section 47604.32, all charter-requested services from VCUSD will be on a pay-for-service basis.

The District may charge for the actual costs of supervisorial oversight of Caliber not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if Caliber is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. For purposes of this charter, "revenue of the charter school" means an amount computed by the local control funding formula pursuant to Section 42238.02, as implemented by Section 42238.03.. Subject to availability, Caliber may request VCUSD services on a pay-for-service basis as agreed in a separate memorandum of understanding with the District.

The Charter School reports daily attendance requirements to VCUSD in a format acceptable to the District and State. Required reports regarding daily attendance are completed and submitted to requesting agencies.

Facilities

The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. —Education Code Section 47605(h).

Caliber: High School will operate within the boundaries of Vallejo City Unified School District. The following represents a general outline of the facilities that Caliber anticipates for its opening year assuming the forecast of 150 9th grade students. The outline will be refined as part of the formal Proposition 39 ("Prop. 39") facilities proposal and further details will be provided in the Charter School's application for Prop 39 facilities that will be submitted on or before November 1 as required by that timeline.

5 Ninth grade classrooms that can accommodate at least 25 students each (at least 960 sq ft each). Each room needs to have extensive whiteboards on the walls and tables and desks for students. Classrooms should be large enough to accommodate a teacher's desk, bookshelf, and a file cabinet.

1 Ninth grade classroom equipped for lab instruction, with at least two sinks.

Additional classrooms for programs such as art, computer science, etc. in a quantity that is comparable to other district facilities.

A lobby for students and visitors to congregate and for parents to wait so they do not linger outside the building.

7 private office/ enclosed spaces, for the School Leader, Assistant Principal, counselors, special education teachers, and for special education or other 1:1 testing (e.g., ELPAC).

Conference Room / teacher collaborative work / break space sufficient to accommodate 15 staff, with a refrigerator, sink, and space for microwave.

Common Space with audio-visual infrastructure for 150 students and up to 20 adults to meet for assemblies, performances, or other school events.

Gymnasium for fitness education, clubs, and athletics with high-school regulation size basketball court and outfitted for a volleyball net.

Shared front office space for administrative staff: Director of Operations and Office Manager.

Server room with proper air conditioning.

A space to serve hot lunch and house a food warmer and refrigerator. The food service area must be within 20 feet of a sink/ “food preparation” area limiting its location. Space must conform to any applicable City and County health code requirements for meal service in a school setting.

Bathrooms and water fountains sufficient to accommodate 150 students and up to 20 adults meeting code requirements.

Outdoor space / fields for physical fitness and sports programs in a quantity and size that is comparable to other district facilities.

Broadband internet and WiFi infrastructure sufficient to support the demands of 150 students and up to 20 adults to access online resources concurrently (the Charter School will provide all staff and students with computers and they are expected to be accessing the internet frequently throughout the school day).

Additional needs:

- A space for two large photocopiers and extra supply storage
- Space for locked cumulative file storage within one of the enclosed office spaces
- Teacher mailboxes
- A reception desk with phone
- A common space that has bookshelves for a library
- Space for laptop/ Chromebook storage

- Space for community members' families to access an internet desk with internet access and power

Caliber Schools intends to apply for use of district facilities under Prop 39. In the event that the legally compliant offer made by VCUSD for a charter school facility does not align with Caliber: High School's desired location, we are confident we will find a suitable temporary private facility to meet our needs while we continue a dialogue with VCUSD around long-term options. We have initiated conversations with the Vallejo City planning department to identify appropriate private sites and contacted VCUSD to discuss surplus school property that may be for sale. Caliber Public Schools believes it has sufficient cash and/or access to debt financing to pursue a private option.

Transportation

The Charter School does not anticipate the need to make arrangements for transportation of the students, except as required by law for students with disabilities in accordance with a student's IEP which shall be handled by Caliber in accordance with SELPA policy and the IDEA once Caliber becomes an LEA and a member of the SELPA as intended by this charter.

Impact on the Authorizer

Potential civil liability effects, if any, upon the charter school and upon the school district. —Education Code Section 47605(h).

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of the Charter School on the District.

Civil Liability

Caliber: High School shall be operated by a California non-profit public benefit corporation, Caliber Public Schools. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)3 of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. Caliber shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of Caliber.

Further, Caliber Schools and the District intends enter into a memorandum of understanding, wherein Caliber shall indemnify the District for the actions of Caliber under this charter.

The corporate bylaws of Caliber Public Schools shall provide for indemnification of the Charter School's Board, officers, agents, and employees. The Charter School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

The District shall be named as an additional insured on the general liability insurance that Caliber Public Schools maintains for the operation of Caliber: High School.

The Board will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this charter, the Vallejo City Unified School District will be fulfilling the intent of the California Legislature to encourage the establishment of charter schools. Families in Vallejo have expressed a need for high-quality academic preparation at the high school level, and we are eager to be able to serve the community in this manner.

Education Code Section 47601. It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance- based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Pursuant to Education Code §47605:

Charter law outlines the criteria governing the approval or denial of charter school petitions. The following excerpt is taken from the Charter Schools Act, Education Code §47605. This excerpt delineates charter approval and denial criteria:

A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required.

(4) The petition does not contain an affirmation of each of the conditions described in Education Code §47605(d).

(5) The petition does not contain reasonably comprehensive descriptions of the 15 required charter elements.

Caliber pledges to work cooperatively with the District in its review of this charter as submitted, and pledges to continue to collaborate with the District in service of all Vallejo students. Approval of the charter shall be governed by the standards and criteria in Education Code Section 47605.

A woman with a black leather bag and a colorful dinosaur-patterned shirt is walking away from the camera, holding the hand of a young boy in a blue polo shirt. They are on a playground with green and blue rubber safety surfacing. The woman is holding a clipboard and a pen. The boy is looking up at her.

Adjourn

A photograph of three young boys standing in front of a blue chain-link fence. The boy on the left is wearing a grey polo shirt with a 'Caliber Beta Academy' logo and a dark jacket draped over his shoulders. The boy in the middle is wearing a blue polo shirt. The boy on the right is wearing a dark grey puffer jacket with an orange zipper. All three are smiling at the camera.

Thank You!