

Caliber: ChangeMakers Academy

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|--|
| School Name | Caliber: ChangeMakers Academy |
| Street | 500 Oregon Street |
| City, State, Zip | Vallejo, CA 94590 |
| Phone Number | 707-563-9827 |
| Principal | Ms. Rachael Weingarten & Ms. Asha Canady |
| Email Address | info@calibercma.org |
| Website | www.calibercma.org |
| County-District-School (CDS) Code | 48-70581-0134262 |

| Entity | Contact Information |
|----------------|---------------------------------------|
| District Name | Caliber: ChangeMakers Academy |
| Phone Number | 707-563-9827 |
| Superintendent | Ric Zappa CSO, Caliber Public Schools |
| Email Address | info@calibercma.org |
| Website | www.calibercma.org |

School Description and Mission Statement (School Year 2019-20)

Description: Caliber Public Schools are free, public, non-selective charter schools offering a rigorous, personalized, college preparatory education for Bay Area students. Caliber: ChangeMakers Academy, which opened in August 2016, currently serves approximately 750 students in Tk-8th grade.

Mission: Caliber’s Mission is to achieve educational equity by shifting the experiences, expectations and outcomes for students in historically underserved communities. Our strengths-based educational program validates, affirms, respects and supports students, families and staff members to reach their full potential.

We achieve this mission through 9 core components of our educational model:

- Personalized learning
- Project-based science and social studies
- Blended English and Math
- Collaboration in grade teams
- Emotional intelligence
- Daily writing
- Longer school day
- Enrichment
- Computer coding and computational thinking

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 125 |
| Grade 1 | 98 |
| Grade 2 | 99 |
| Grade 3 | 53 |
| Grade 4 | 53 |
| Grade 5 | 53 |
| Grade 6 | 83 |
| Grade 7 | 85 |
| Grade 8 | 59 |
| Total Enrollment | 708 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 29 |
| Asian | 0.7 |
| Filipino | 9 |
| Hispanic or Latino | 46.2 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 7.3 |
| Two or More Races | 7.3 |
| Socioeconomically Disadvantaged | 64.1 |
| English Learners | 15 |
| Students with Disabilities | 11.3 |
| Homeless | |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 17 | 14 | 28 | 28 |
| Without Full Credential | 12, | 19, | 8 | 8 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 5 | 5 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|-----------------|-----------------|---------|
| Misassignments of Teachers of English Learners | 19, including 3 | 18, including 5 | 12 |
| Total Teacher Misassignments* | 19 | 19 | 14 |
| Vacant Teacher Positions | 2 | 2 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2019

Caliber's curriculum relies heavily on the use of adaptive instructional software instead of traditional textbooks. As a result, the materials reported here include many software tools that we use in different areas of our curriculum. In addition to the many instructional benefits of using software such as this (e.g., permitting highly personalized instruction), the school also benefits because the software is automatically updated over time, and is easily available to all students. As a result, all students have access to the most recent versions at all times.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| Reading/Language Arts | Raz Kids ThinkCerca Newsela Lucy Caulkins: Units of Study in Opinion, Information, and Narrative Writing Reading A-Z No Red Ink Scholastic STEP Assessment | Yes | 0.0 |
| Mathematics | Zearn Khan Academy Engage NY Eureka Notebooks Zearn Notebooks | Yes | 0.0 |
| Science | Amplify | Yes | 0.0 |
| History-Social Science | DBQ curriculum History Alive | Yes | 0.0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Caliber: ChangeMakers Academy moved into a leased, private facility in 2018 after having occupied a Vallejo City Unified School District (VCUSD) provided Prop 39 facility during most of the 2017-18 school year.

Caliber: ChangeMakers Academy has not conducted a formal FIT report on the new facility (which was newly construction in 2018), but we have made a subjective assessment of the facility conditions below.

Caliber maintains responsibility for ensuring the day-to-day cleanliness of the facility. The school custodial staff carries out daily cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: n/a, see below

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Fair | |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 49 | 43 | 32 | 32 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 38 | 27 | 21 | 22 | 38 | 39 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 372 | 364 | 97.85 | 2.15 | 43.41 |
| Male | 185 | 180 | 97.30 | 2.70 | 34.44 |
| Female | 187 | 184 | 98.40 | 1.60 | 52.17 |
| Black or African American | 115 | 110 | 95.65 | 4.35 | 35.45 |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | 26 | 26 | 100.00 | 0.00 | 53.85 |
| Hispanic or Latino | 183 | 181 | 98.91 | 1.09 | 43.09 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 21 | 21 | 100.00 | 0.00 | 57.14 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | 25 | 24 | 96.00 | 4.00 | 62.50 |
| Socioeconomically Disadvantaged | 248 | 245 | 98.79 | 1.21 | 40.00 |
| English Learners | 110 | 109 | 99.09 | 0.91 | 31.19 |
| Students with Disabilities | 48 | 47 | 97.92 | 2.08 | 17.02 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 372 | 365 | 98.12 | 1.88 | 27.47 |
| Male | 185 | 181 | 97.84 | 2.16 | 26.11 |
| Female | 187 | 184 | 98.40 | 1.60 | 28.80 |
| Black or African American | 115 | 110 | 95.65 | 4.35 | 20.91 |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | 26 | 26 | 100.00 | 0.00 | 46.15 |
| Hispanic or Latino | 183 | 182 | 99.45 | 0.55 | 25.27 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 21 | 21 | 100.00 | 0.00 | 50.00 |
| Two or More Races | 25 | 24 | 96.00 | 4.00 | 37.50 |
| Socioeconomically Disadvantaged | 248 | 246 | 99.19 | 0.81 | 22.45 |
| English Learners | 110 | 110 | 100.00 | 0.00 | 20.91 |
| Students with Disabilities | 48 | 48 | 100.00 | 0.00 | 8.51 |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | | | | | |
| Homeless | | | | | |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 24.0 | 18.0 | 20.0 |
| 7 | 21.7 | 19.3 | 2.4 |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Caliber: ChangeMakers Academy hosts parent education opportunities monthly and has an active Family Connections Committee (FCC). The FCC provides a forum for parents to meet each other, meet with teachers, share ideas with the school administration, and plan events for the school. The group meets on a monthly basis at the school and childcare is provided. Many parents volunteer throughout the school day in the classroom and around campus. Social events such as the Fall Festival, Science Night and Winter Music Concert bring the entire community together. For more information on getting involved with any parent groups at the school, please contact the front office at info@calibercma.org or (707) 563-9827.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 0.3 | 0.0 | 0.0 | 9.5 | 8.7 | 9.1 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Caliber: ChangeMakers Academy maintains a school and student safety plan and has trained school staff and students on the safety procedures outlined in the plan.

This safety plan includes the following:

- School Safety Team
- Annual Safety Goals
- Policies & Procedures
- Child Abuse Policy & Procedure
- Sexual Harassment Policy & Procedure
- Suspension and Expulsion / Due Process
- Dress and Groom Policy
- Employee Security Policy
- Emergency Disaster Procedures & Drills
- Drill Schedules & Report
- Emergency Contact Information
- Procedures for Ingress & Egress
- Emergency Evacuation: Principal's check list
- Emergency Evacuation: Teacher's checklist
- School Site Evacuation Map
- Off Campus Evacuation Map
- Emergency/Crisis 1st Level Response Protocol.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 22 | 1 | 4 | | 22 | 1 | 4 | | 25 | 2 | 8 | |
| 1 | 25 | | 2 | | 25 | | 4 | | 24 | 1 | 7 | |
| 2 | 23 | | 2 | | 25 | | 2 | | 24 | | 8 | |
| 3 | 26 | | 2 | | 17 | 1 | 2 | | 25 | | 4 | |
| 4 | | | | | 26 | | 2 | | 25 | | 4 | |
| 5 | | | | | | | | | 26 | | 4 | |
| 6 | 25 | | 2 | | 24 | | 3 | | 30 | | 18 | |
| Other** | | | | | | | | | | | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .0 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .5 |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1.0 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$12,381 | \$2,742 | \$9,576 | \$60,989 |
| District | N/A | N/A | \$9,576 | \$68,442.00 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | N/A |
| State | N/A | N/A | \$7,506.64 | \$82,031.00 |
| Percent Difference - School Site and State | N/A | N/A | 36.5 | -37.3 |

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

At Caliber we provide a range of services to support student achievement. Students demonstrating academic need have an extended school day with targeted intervention instruction by the credentialed teaching team. Personalized, adaptive software serves to support students who need remediation. Daily targeted small group instruction led by teachers and instructional assistants ensures that students are exposed to relevant, data-driven content in a setting conducive to rapid growth. Academic support is included in the school sponsored after school program. A robust RTI program provides access to highly specialized interventions to general education students. Students experience a wide range of field trip and elective courses.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$46,809 | \$51,374 |
| Mid-Range Teacher Salary | \$66,431 | \$80,151 |
| Highest Teacher Salary | \$84,351 | \$100,143 |
| Average Principal Salary (Elementary) | \$105,850 | \$126,896 |
| Average Principal Salary (Middle) | \$109,825 | \$133,668 |
| Average Principal Salary (High) | \$118,746 | \$143,746 |
| Superintendent Salary | \$234,035 | \$245,810 |
| Percent of Budget for Teacher Salaries | 31% | 35% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 12 | 12 | 12 |

All Caliber: ChangeMakers Academy staff attend regular professional development sessions both during the school year (3 hours per week) and when school is not in session (an additional three 40-hour weeks). In addition, teachers work in peer teams to develop professionally and are observed and receive feedback on their performance, goals, and growth from the administrative team weekly.

Professional development covers a variety of areas:

- Developing teachers' ability to plan in alignment with Common Core Standards, with a focus on Project Based Learning
- Strategies and support for helping special populations, such as students with IEPs and English Learners, to achieve academically
- Using data to inform instruction
- Learning how to plan and teach in a personalized, blended learning environment
- Implementation of the robust Social Emotional Programming at Caliber