

Caliber: Beta Academy

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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

Contact Information (Most Recent Year)

School Contact Information	
School Name	Caliber: Beta Academy
Street	4301 Berk Avenue
City, State, Zip	Richmond, CA 94804
Phone Number	(510) 685-1768
Principal	Ms. Natalie Walchuk
E-mail Address	info@caliberschools.org
Web Site	www.caliberschools.org
Grades Served	Current: K-4 + 6-7 - K-8 in 2016
CDS Code	07100740129528

District Contact Information	
District Name	Contra Costa County Office of Education
Phone Number	(925) 942-3388
Superintendent	Karen Sakata
E-mail Address	ksakata@cccoe.k12.ca.us
Web Site	www.cocoschools.org

School Description and Mission Statement (Most Recent Year)

Description: Caliber Schools are free, public, non-selective charter schools offering a rigorous, personalized, college preparatory education for Bay Area students. Caliber: Beta Academy, which opened in August 2014, currently serves approximately 600 K-4 and 6-7th grade students at our campus in Richmond, CA. We will open additional grades (5th & 8th in the fall of 2016) at which point we will be a full K-8 school serving approximately 810 students.

Mission: Our mission is to provide students with a challenging, engaging, and personalized education that equips them with the knowledge, character, and skills they will need to succeed in competitive colleges, careers, and communities. We achieve this mission through 9 core components of our educational model:

- Personalized learning
- Flexible classroom designs
- High expectations
- Team teaching
- Social and emotional development
- Continuous improvement and innovation
- Unique learning models
- Supportive school community with rights and responsibilities
- Computer coding and computational thinking

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	82
Grade 1	58
Grade 2	58
Grade 3	50
Grade 6	46
Total Enrollment	294

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
Black or African American	8.5
Asian	0.7
Hispanic or Latino	79.6
Native Hawaiian or Pacific Islander	1.4
White	3.7
Two or More Races	1.4
Socioeconomically Disadvantaged	80.6
English Learners	41.5
Students with Disabilities	8.2
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	n/a	15 teachers in core and other subjects	33 teachers in core and other subjects	n/a
Without Full Credential	n/a	6 instructional aides and other instructors in non-core subjects	16 instructional aides and other instructors in non-core subjects	n/a
Teaching Outside Subject Area of Competence (with full credential)	n/a	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	n/a	0	0
Total Teacher Misassignments *	n/a	0	0
Vacant Teacher Positions	n/a	0	2

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	91.8	8.2
High-Poverty Schools in District	91.5	8.5
Low-Poverty Schools in District	91.9	8.1

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: December 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	i-Ready ThinkCerca Newsela Units of Study in Opinion, Information, and Narrative Writing Reading A-Z Razz Kids Novel Units by grade Scholastic Leveled Readers	Yes	0.0
Mathematics	i-Ready ST Math Zearn Ten Marks Khan Academy	Yes	0.0
Science	FOSS kits Mystery Science Blendspace Units	Yes	0.0
History-Social Science	Blendspace Units	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Caliber: Beta Academy works in close cooperation with the West Contra Costa Unified School District (WCCUSD) to provide a facility that is safe and clean.

WCCUSD has provided the facility to Caliber: Beta Academy under Prop. 39 and is responsible for the facility. Personnel at the District are aware of the issues identified from the September 2015 FIT survey noted below, and are developing a plan for addressing them.

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)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September 30, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		The September 2015 FIT survey noted that the A/C is not working in a number of portables. WCCUSD is aware of the issue and is in the process of making repairs.
Interior: Interior Surfaces	X			No actions noted on FIT survey.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No actions noted on FIT survey.
Electrical: Electrical		X		The September 2015 FIT survey noted that the school bell system had been intentionally disconnected.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			The September 2015 FIT survey noted that one toilet overflows.
Safety: Fire Safety, Hazardous Materials	X			No actions noted on FIT survey.
Structural: Structural Damage, Roofs	X			No actions noted on FIT survey.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The September 2015 FIT survey noted that holes were missing on the playground for tetherball poles. The poles have since been installed.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: September 30, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	34	8	44
Mathematics	36	2	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	48	48	100.0	58	27	10	4
	6	45	43	95.6	9	35	33	23
Male	3		27	56.3	59	30	7	4
	6		22	48.9	18	36	18	27
Female	3		21	43.8	57	24	14	5
	6		21	46.7	0	33	48	19
Black or African American	3		3	6.3	--	--	--	--
	6		2	4.4	--	--	--	--
Hispanic or Latino	3		42	87.5	60	26	10	5
	6		36	80.0	11	39	31	19
White	3		2	4.2	--	--	--	--
	6		4	8.9	--	--	--	--
Two or More Races	3		1	2.1	--	--	--	--
Socioeconomically Disadvantaged	3		38	79.2	61	24	11	5
	6		35	77.8	11	37	34	17
English Learners	3		35	72.9	57	29	11	3
	6		11	24.4	36	55	9	0
Students with Disabilities	3		5	10.4	--	--	--	--
	6		2	4.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	3	48	48	100.0	44	31	17	8
	6	45	43	95.6	21	30	30	19
Male	3		27	56.3	41	33	19	7
	6		22	48.9	23	27	18	32
Female	3		21	43.8	48	29	14	10
	6		21	46.7	19	33	43	5
Black or African American	3		3	6.3	--	--	--	--
	6		2	4.4	--	--	--	--
Hispanic or Latino	3		42	87.5	43	33	14	10
	6		36	80.0	25	31	33	11
White	3		2	4.2	--	--	--	--
	6		4	8.9	--	--	--	--
Two or More Races	3		1	2.1	--	--	--	--
Socioeconomically Disadvantaged	3		38	79.2	42	34	13	11
	6		35	77.8	26	29	34	11
English Learners	3		35	72.9	43	34	11	11
	6		11	24.4	73	18	9	0
Students with Disabilities	3		5	10.4	--	--	--	--
	6		2	4.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)									

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
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Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Caliber: Beta Academy hosts parent education opportunities each week and has an active Parent Teacher Partnership group (PTP). The PTP 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.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions			0.00	7.36	7.28	6.32	5.07	4.36	3.80
Expulsions			0.00	0.00	0.00	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Caliber: Beta 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:

- | | |
|--|--|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Drill Schedules & Report • Emergency Contact Information • Procedures for Ingress & Egress • Emergency Evacuation: Principal's check list • Emergency Evacuation: Teacher's checklist • School Site Chain-of-Command Organization Chart • School Site Evacuation Map • Off Campus Evacuation Map • Emergency/Crisis 1st Level Response Protocol. |
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Caliber: Beta Academy also abides by WCCUSD policies relating to Maintenance and Operations Services.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	No	Yes
Met Graduation Rate	N/A	No	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K								83			1	
1								59			1	
2								58			1	
3								50			1	
6								46			1	

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	1	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	3	N/A
Other	1	N/A

Note: Cells with N/A values do not require data. 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference: School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Percent Difference: School Site and State	N/A	N/A	N/A	N/A

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

Types of Services Funded (Fiscal Year 2014-15)

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. We have collaborated with Reading Partners to offer 90 minute weekly one-on-one tutoring for students' grades K-5 with significant reading needs. 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 including overnight trips to places such as Yosemite, a band program, dance classes, and much more.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries	%	%
Percent of Budget for Administrative Salaries	%	%

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

Professional Development (Most Recent Three Years)

All Caliber: Beta 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 five 40 hour weeks). In addition, teachers are required to observe each other weekly, work in peer teams of four to develop professionally, and receive weekly feedback on their performance, goals, and growth from the administrative team.

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