

Caliber: ChangeMakers Academy

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Caliber: ChangeMakers Academy
Street	500 Oregon Street
City, State, Zip	Vallejo, CA 94590
Phone Number	707-563-9827
Principal	Ms. Aisha Ford, & Ms. Alesha Williams
Email Address	info@calibercma.org
School Website	www.calibercma.org
County-District-School (CDS) Code	48-70581-0134262

2021-22 District Contact Information

District Name	Caliber: ChangeMakers Academy
Phone Number	707-563-9827
Superintendent	Rachael Weingarten, Head of Schools, Caliber Public Schools
Email Address	info@calibercma.org
District Website Address	www.calibercma.org

2021-22 School Overview

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 850 TK-8 students at our campus in Vallejo, CA.

Mission Statement - 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.

Vision Statement - Caliber's Vision is rooted in student outcomes because we are an organization that puts students first. Caliber's vision is to develop each student's social-emotional abilities (HEART), which enables students to create a strong sense of self and sustain meaningful and healthy relationships. That social-emotional foundation enables all students to obtain the knowledge (SMART) and critical thinking skills (THINK) necessary to advocate (ACT) for themselves and the issues impacting them and their community.

We live out (HEART) through a robust social-emotional learning curriculum, the explicit tracking and measuring of social-emotional competencies, an ability-based response to behavior, and school-wide restorative mindsets and practices. We strengthen both (SMART) and (THINK) through a curriculum that's aligned to rigorous standards, and inquiry-based approach to instruction, differentiated practice, and coaching for all of our staff. Lastly, teach our students to (ACT) on their beliefs and ideas through projects that drive both awareness and action.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	101
Grade 2	107
Grade 3	103
Grade 4	103
Grade 5	60
Grade 6	81
Grade 7	63
Grade 8	87
Total Enrollment	820

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
Asian	1.3
Black or African American	26.7
Filipino	8.5
Hispanic or Latino	47.4
Native Hawaiian or Pacific Islander	0.5
Two or More Races	9.1
White	6
English Learners	15
Foster Youth	0.2
Socioeconomically Disadvantaged	69.5
Students with Disabilities	12.1

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.1	54.3	341.5	65.6	228366.1	83.1
Intern Credential Holders Properly Assigned	1.5	4.0	19.2	3.7	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	14.0	37.7	61.1	11.7	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	16.7	3.2	12115.8	4.4
Unknown	1.5	4.0	82.0	15.8	18854.3	6.9
Total Teaching Positions	37.1	100.0	520.7	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	1.9
Misassignments	12.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	14.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	57.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	32.8

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Match Fishtank ELA Wit & Wisdom STEP Reading Assessment Lexia Core5 Raz Kids Reading A-Z	Yes	0.0
Mathematics	Eureka Engage NY Illustrative Mathematics OpenUp Resources Zearn Khan Academy	Yes	0.0
Science	Amplify Science Mystery Science	Yes	0.0
History-Social Science	History Alive Teaching Tolerance	Yes	0.0
Health	KidFit		0.0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

n/a, see below

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

Overall Facility Rate

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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	489	NT	NT	NT	NT
Female	246	NT	NT	NT	NT
Male	243	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	135	NT	NT	NT	NT
Filipino	38	NT	NT	NT	NT
Hispanic or Latino	235	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	48	NT	NT	NT	NT
White	26	NT	NT	NT	NT
English Learners	77	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	339	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	490	NT	NT	NT	NT
Female	247	NT	NT	NT	NT
Male	243	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	136	NT	NT	NT	NT
Filipino	38	NT	NT	NT	NT
Hispanic or Latino	235	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	48	NT	NT	NT	NT
White	26	NT	NT	NT	NT
English Learners	77	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	340	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	494	463	94%	6%	41%
Female	247	231	94%	6%	49%
Male	247	232	94%	6%	34%
Black or African American	139	127	91%	9%	39%
Filipino	38	38	100%	0%	63%

Hispanic or Latino	236	220	93%	7%	35%
Two or More Races	46	44	96%	4%	52%
White	26	26	100%	0%	50%
English Learners	77	70	91%	9%	13%
Socioeconomically Disadvantaged	341	314	92%	8%	38%
Students with Disabilities	80	70	88%	13%	11%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	494	466	94%	6%	28%
Female	247	232	94%	6%	31%
Male	247	234	95%	5%	26%
Black or African American	139	128	92%	8%	21%
Filipino	38	38	100%	0%	42%
Hispanic or Latino	236	224	95%	5%	26%
Two or More Races	46	44	96%	4%	43%
White	26	24	92%	8%	38%
English Learners	77	70	91%	9%	13%
Socioeconomically Disadvantaged	341	318	93%	7%	26%
Students with Disabilities	80	68	85%	15%	10%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	148	NT	NT	NT	NT
Female	72	NT	NT	NT	NT
Male	76	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	43	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	79	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	15	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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. Parent Teacher Conferences and Student Led Conferences occur twice a year. 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	829	821	162	19.7
Female	414	411	77	18.7
Male	415	410	85	20.7
American Indian or Alaska Native	0	0	0	0.0
Asian	11	11	0	0.0
Black or African American	221	221	51	23.1
Filipino	70	70	1	1.4
Hispanic or Latino	394	389	88	22.6
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	76	74	15	20.3
White	50	49	4	8.2
English Learners	152	151	35	23.2
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	582	576	133	23.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	112	111	28	25.2

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	9.09	0.09	3.47	0.20
Expulsions	0.00	0.00	0.19	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.13	6.68	2.45
Expulsions	0.00	0.12	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

*The school maintains a school and student safety plan and has trained school staff and students on the safety procedures outlined in the plan.

*The school maintains a Covid-19 Safety and response plan and has trained school staff and families on the procedures in the plan, due to the Covid-19 pandemic.

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 Chain-of-Command Organization Chart
- * School Site Evacuation Map
- * Off Campus Evacuation Map

2021-22 School Safety Plan

* Emergency/Crisis 1st Level Response Protocol

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	2	8	
1	24	1	7	
2	24		8	
3	25		4	
4	25		4	
5	26		4	
6	30		18	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	4	
1	53			4
2	49			4
3	52			4
4	56			2
5	50			2
6	48		4	8

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	3	12	
1	34		8	4
2	36		8	4
3	32		9	3
4	34		8	4
5	40		4	2
6	22	3	15	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.5
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.8

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,763	2,266	9,497	55,873
District	N/A	N/A	9,224	\$72,931
Percent Difference - School Site and District	N/A	N/A	2.9	-26.5
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	11.7	-42.9

2020-21 Types of Services Funded

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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,939	\$52,562
Mid-Range Teacher Salary	\$69,454	\$83,575
Highest Teacher Salary	\$88,189	\$104,166
Average Principal Salary (Elementary)	\$107,713	\$131,875
Average Principal Salary (Middle)	\$112,022	\$137,852
Average Principal Salary (High)	\$121,121	\$150,626
Superintendent Salary	\$236,768	\$260,243
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	17