

Caliber: Beta Academy

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

2022-23 School Contact Information

School Name	Caliber: Beta Academy
Street	2465 Dolan Way
City, State, Zip	San Pablo, CA 94806
Phone Number	(510) 685-9886
Principal	Mr. Andy Grossman & Mr. Tim Pruitt
Email Address	info@caliberbetaacademy.org
School Website	www.caliberbetaacademy.org
County-District-School (CDS) Code	07-10074-0129528

2022-23 District Contact Information

District Name	Caliber: Beta Academy
Phone Number	(510) 685-9886
Superintendent	Rachael Weingarten, Head of Schools, Caliber Public Schools
Email Address	info@caliberbetaacademy.org
District Website Address	www.caliberbetaacademy.org

2022-23 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: Beta Academy, which opened in August 2014, currently serves approximately 900 TK-8 students at our campus in Richmond, 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.

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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	98
Grade 2	98
Grade 3	98
Grade 4	101
Grade 5	95
Grade 6	97
Grade 7	97
Grade 8	90
Total Enrollment	886

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.0
Male	53.0
American Indian or Alaska Native	0.8
Asian	5.3
Black or African American	18.5
Filipino	1.4
Hispanic or Latino	70.1
Native Hawaiian or Pacific Islander	1.5
Two or More Races	1.0
White	1.5
English Learners	27.1
Foster Youth	0.1
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	73.9
Students with Disabilities	12.3

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

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)	19.20	44.75	161.30	52.88	228366.10	83.12
Intern Credential Holders Properly Assigned	4.40	10.44	18.40	6.06	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	17.40	40.68	69.50	22.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	33.70	11.07	12115.80	4.41
Unknown	1.70	4.05	21.90	7.19	18854.30	6.86
Total Teaching Positions	42.90	100.00	305.10	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	18.40	40.57	189.00	57.47	234405.20	84.00
Intern Credential Holders Properly Assigned	7.50	16.70	22.00	6.71	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	16.40	36.08	71.40	21.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.70	6.14	22.50	6.85	11953.10	4.28
Unknown	0.20	0.44	23.80	7.25	15831.90	5.67
Total Teaching Positions	45.40	100.00	328.90	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.90	6.00
Misassignments	16.40	10.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	17.40	16.40

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	2.70
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	2.70

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	67.60	48.20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	69.70	26.10

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 2022
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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 - Locally Adopted 2021 Wit & Wisdom - Locally Adopted 2021 Dibels iReady - Locally Adopted 2022 ELD: EL Achieve - Locally Adopted 2021 TK - Tools of the Mind, Locally Adopted 2022	Yes	0.0
Mathematics	Eureka Engage NY - Locally Adopted 2019 Illustrative Mathematics OpenUp Resources - Locally Adopted 2020 iReady - Locally Adopted 2022 TK - Tools of the Mind, Locally Adopted 2022	Yes	0.0
Science	Amplify Science - Locally Adopted 2020 Mystery Science - Locally Adopted 2021	Yes	0.0
History-Social Science	History Alive - Locally Adopted 2021	Yes	0.0
Foreign Language	N/A		0.0
Health	KidFit	Yes	0.0
Visual and Performing Arts	Art in Action	Yes	0.0
Science Laboratory Equipment (grades 9-12)			0.0

School Facility Conditions and Planned Improvements

Caliber Beta Academy moved into a new facility in June 2022 after being provided a facility by WCCUSD under Prop. 39 since 2014.

Caliber: Beta Academy conducted a formal FIT report on the new facility (which was newly construction in 2021-2022), in July of 2022 in collaboration with Contra Costa County.

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

July 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Good - No deficiencies noted on FIT survey.
Interior: Interior Surfaces	X			Good - Wetness on ceiling tiles will be investigated and addressed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Good - Unsecured items that are stored too high have been relocated.
Electrical	X			Good - Extension cords will be replaced instead of being permanently used. Broken clock and light panel will be replaced.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Good - No deficiencies noted on FIT survey.
Safety: Fire Safety, Hazardous Materials	X			Good - Missing fire extinguishers have been installed.
Structural: Structural Damage, Roofs	X			Good - Damaged facia will be repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Good - No deficiencies noted on FIT survey.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	40	N/A	45	N/A	47
Mathematics (grades 3-8 and 11)	N/A	25	N/A	21	N/A	33

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	560	545	97.32	2.68	40.07
Female	263	255	96.96	3.04	44.88
Male	297	290	97.64	2.36	35.86
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	57.14
Black or African American	96	92	95.83	4.17	36.26
Filipino	--	--	--	--	--
Hispanic or Latino	406	395	97.29	2.71	38.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	113	110	97.35	2.65	10.91
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	408	395	96.81	3.19	35.53
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	71	67	94.37	5.63	8.96

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	560	544	97.14	2.86	25.05
Female	263	257	97.72	2.28	23.74
Male	297	287	96.63	3.37	26.22
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	32.14
Black or African American	96	91	94.79	5.21	18.68
Filipino	--	--	--	--	--
Hispanic or Latino	406	395	97.29	2.71	25.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	113	109	96.46	3.54	7.34
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	408	394	96.57	3.43	21.88
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	71	68	95.77	4.23	1.47

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	21.05	NT	0	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	181	172	95.03	4.97	21.05
Female	82	73	89.02	10.98	17.81
Male	99	99	100	0	23.47
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100	0	54.55
Black or African American	33	28	84.85	15.15	10.71
Filipino	--	--	--	--	--
Hispanic or Latino	126	122	96.83	3.17	19.01
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	32	30	93.75	6.25	3.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	131	125	95.42	4.58	18.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	0

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96	96	96	96	96
Grade 7	90	90	90	90	90

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.

2022-23 Opportunities for Parental Involvement

Caliber: Beta Academy hosts parent education opportunities and has an active parent community. We provide translators for every parent activity to support our Spanish speaking parents and host events such as: Back to School Night, Orientation, Positive Behavior Showcase, Fall Festival, Science Night, Reading Night, Coding Night, High School Night, Winter Concert, and various beautification days. Many parents volunteer throughout the school day in the classroom, library, cafeteria and around campus. Parent Teacher Conferences and Student Led Conferences occur twice a year. For more information on getting involved with any parent groups at the school, please contact the front office at info@caliberbetaacademy.org or (510) 685-9886.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	902	888	356	40.1
Female	423	415	175	42.2
Male	479	473	181	38.3
American Indian or Alaska Native	7	7	6	85.7
Asian	47	46	14	30.4
Black or African American	172	165	74	44.8
Filipino	12	12	2	16.7
Hispanic or Latino	629	623	248	39.8
Native Hawaiian or Pacific Islander	13	13	4	30.8
Two or More Races	9	9	2	22.2
White	13	13	6	46.2
English Learners	257	252	108	42.9
Foster Youth	2	2	1	50.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	669	664	279	42.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	121	121	64	52.9

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.11	2.96	2.45
Expulsions	0.00	0.03	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.11	0.11	4.04	0.20	3.17
Expulsions	0.00	0.00	0.03	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.11	0.00
Female	0.00	0.00
Male	0.21	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	0.16	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	0.39	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	0.83	0.00

2022-23 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
- * Emergency/Crisis 1st Level Response Protocol
- *COVID Protocols

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.

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	21	1	4	
1	44		1	4
2	50			4
3	50			4
4	51			4
5	95			3
6	24	5	18	

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	24	1	12	
1	26		12	
2	26		11	
3	26		12	
4	27		12	
5	33	1		12
6	30	3	1	14
Other	27		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	22	3	12	
1	24	1	11	
2	23	1	12	
3	24		11	
4	25		12	
5	23		20	
6	24		20	
Other	7	5		

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	11,031	2,989	8,042	57,938
District	N/A	N/A	8,092	57,938
Percent Difference - School Site and District	N/A	N/A	-0.6	0.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		
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		

Professional Development

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 unpacking the power standards
- * 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 reteach based on what the data is showing us
- * Implementation of the robust Social Emotional Programming at Caliber as well as Restorative Practices

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	12	17	21