

# Caliber ChangeMakers – Annual Report

## Introduction

Each year, the charter authorizer is responsible to perform oversight activities for those schools authorized by the charter authority. The responsibilities of the authorizer are as follows:

1. Identify at least one staff member as a contact person for the charter school.
2. Visit each charter school at least annually.
3. Ensure that each charter school under its authority complies with all reports required of charter schools by law.
4. Monitor the fiscal condition of each charter school under its authority.
5. Provide timely notification to the department if the charter is revoked or if the charter school will cease operation for any reason.

The following report documents the authorizing efforts of Vallejo City Unified as it pertains to Caliber Changemakers charter school. This report is based on information gathered during an oversight visit through stakeholder interviews, site observational data and compliance data received at the request of the authorizer, in addition to financial information contained in mandatory financial reports submitted to the district. Additionally, state testing information, and site-initiated documentation (i.e.; teacher credential audits, check-in status reports), has also been collected, recorded and analyzed during the 2025-2026 school year and utilized in this process.

The information and data collected has been analyzed and will be reported out within the context of answering each of the following questions related to specific frameworks.

1. Is the charter school's education program a success? (Academic Performance Framework)
2. Is the charter school financially viable? ( Financial Health and Sustainability Framework)
3. Is the charter school operating and governed effectively? (Operations and Governance Framework)
4. Is the charter school advancing equity and access through serving public policy purposes? (Frameworks and Annual Performance Report)

## Is the charter school's education program a success?

Caliber Changemaker educates students from TK through eighth grade. The school population is around 972 pupils, with an average daily attendance of around 94%. The school is divided into lower "school", TK through grade 4, and upper "school", grades 5-8. Each "school" has a principal and two assistant principals. There are 50 classroom teachers, a program specialist and an instructional coach. The structure includes weekly coaching sessions and classroom observations, and annual evaluations for all teachers. "School" administrators are constantly in classrooms observing teachers.

The oversight team visited several classrooms, facilitated stakeholder interviews and reviewed a number of documents. Observations were conducted in both lower and upper school classrooms. Classroom observations noted calm and well-behaved students. In the lower school observations, two teachers were engaged in direct instruction, while the others observed were supervising the completion of worksheets. In the upper grades, direct instruction was not present during the period in which four classes were observed. Classroom observations included the following activities: popcorn reading, worksheet completion, calling on hands raised, and silent independent work. The resources utilized in the classroom appeared to be worksheet driven, with no visible access to a high level of rigorous text in the classrooms. Although students appeared to be on task, a low level of both student engagement and instructional strategies was observed.

### Stakeholder Interviews - Students and Parents

Parents and students were interviewed during the site visit and shared positive comments regarding the school program and the climate on campus. Both parents and students feel safe on campus. Parents generally feel like teachers treat their children "like family", and goals teachers set for their pupils were those shared by parents. Students feel as if there is at least one adult on campus they could go to if they needed assistance to help solve a problem. Parents reported being satisfied by the communication from the school and although there is no parent-teacher association, there is a parent leadership group that serves more as an advocacy group that volunteers their efforts to help out. When students were asked if there was one thing they would change, they asked for more – more sports, more challenging, individualized work and more time between class changes along with expanded enrichment camps.

### Stakeholder Interviews - Teachers

Teachers were also interviewed by the visiting team. The overall message for the 2025-2026 school year is aligning content to standards. Teachers work collaboratively with a clear vision. Expectations are clear and teachers participate in regular instructional coaching activities. In the classroom, there is push-in support. Teachers meet on a weekly basis separately, with their upper and lower team leadership. Teachers report constantly looking at data to assess and refine their instructional

practices. Additionally, they work with students to set stretch goals and motivate them for State testing.

### Teacher Audit

VCUSD conducted an audit of Caliber Changemakers teaching and administrative staff. The audit included a total of 50 teachers, two principals, four assistant principals, a program specialist and an instructional coach. The following table provides a description of the professional status of those teachers and administrators employed with Caliber.

<b>Credential Type</b>	<b>Number of Teachers</b>
Clear credentials	13 (26%)
Preliminary Credentials	9 (18%)
Intern Credentials	8 (16%)
Short Term Staff Permits	9 (18%)
30-Day Substitute Permit	10 (20%)
Expired Credentials	1 (2%)(Expired 30-Substitute Permit)
Administrative Credential	0
No Credential (Cert. of Clearance)	1
Short Term Staff Permit	1
Clear Teaching Credentials	4
Clear Education Specialist	1
Preliminary Teaching Credential	1

\* Administrators do not possess administrative credentials






It is noted that the number of fully credentialed (clear and preliminary credentials) teachers is significantly lower than the state average but is higher than the reported 2025 Dashboard for Caliber ChangeMakers. Also noted is the number of teachers reported to this authorizer for the 2025-2026

school year includes an additional 9 teachers. The additional training received while earning the EL authorization or Crosscultural, Language and Academic Development authorization provides the teacher with the skills and knowledge necessary to incorporate EL strategies within the context of their instruction.

Additionally, though it is not required for administrators to hold administrative credentials at charter schools, the knowledge base included in administrative coursework relating to education code and regulations, is particularly helpful in the area of student discipline and teacher supervision/evaluation.

### Caliber Changemakers 2025 Dashboard

The California Department of Education rates Caliber Changemakers as a middle performing charter school. Middle performing schools are those that do not meet low performing or high performing status. In order to maintain middle performing status Caliber will need to either maintain or elevate their status.

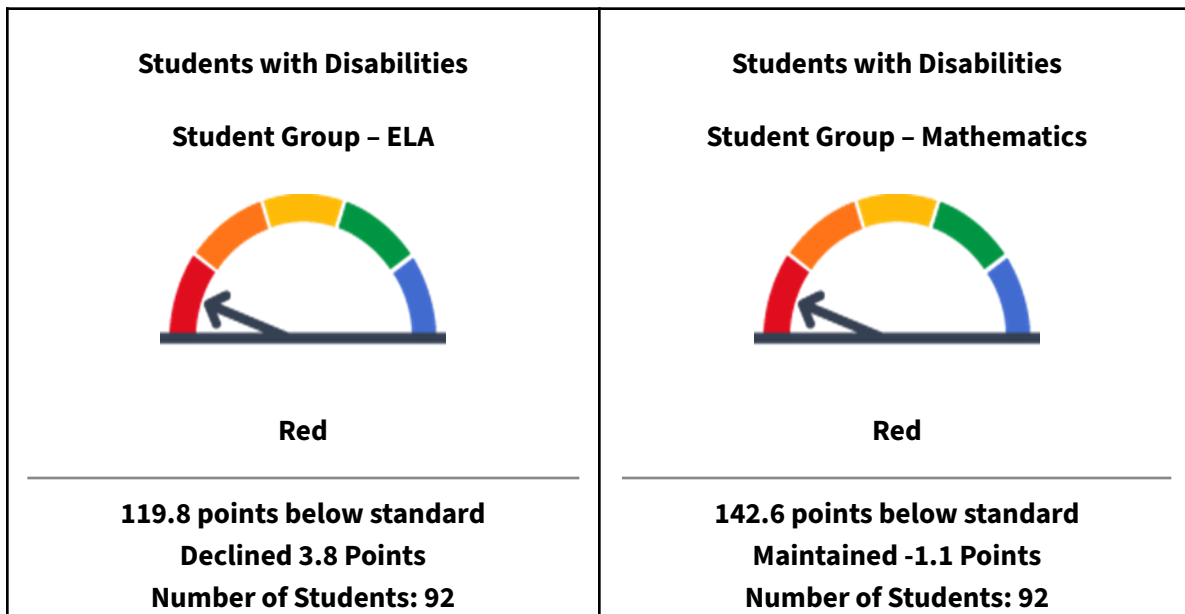
<p><b>ELA - All Students</b></p>  <p><b>Yellow</b></p> <p><b>41.5 points below standard</b> <b>Increased 3.3 Points</b> <b>Number of Students: 598</b></p>	<p><b>Math - All Students</b></p>  <p><b>Yellow</b></p> <p><b>62.3 points below standard</b> <b>Increased 8.8 Points</b> <b>Number of Students: 597</b></p>	<p><b>EL Progress Indicator</b></p>  <p><b>Red</b></p> <p><b>37.3% making progress</b> <b>Declined 17%</b> <b>Number of Students: 204</b></p>
<p><b>All Students - Suspension Rate</b></p>  <p><b>Orange</b></p> <p><b>2.1% susp at least 1 day</b> <b>Increased 0.4%</b> <b>Number of Students: 1,000</b></p>	<p><b>All Students - Chronic Absenteeism</b></p>  <p><b>Yellow</b></p> <p><b>21.6% chronically absent</b> <b>Declined 11.3%</b> <b>Number of Students: 980</b></p>	

The EL progress indicator is red, with 37.3% making progress in language proficiency, declining by 17%. The Dashboard results for EL’s was 132.6 points below standard in ELA (increase of 3 points) and 127.9 points below standard in Mathematics (increase of 6.5 points). It should also be noted that the suspension rate for Long Term English Learners increased by 2.5% and the overall school’s suspension rate increased by .4%.

During the 2024-2025 school year, Caliber hired two English Language Development (ELD) teachers to provide designated ELD instruction, using the EL Achieve curriculum. ELD instruction occurs twice a week. Classroom teachers do not use the EL Achieve curriculum and are expected to use specific strategies in their classrooms (grades TK-4). As a charter school, the school is not required to adhere to the Federal mandate of 30 minutes or more of daily instruction.

Although the chronic absenteeism rate is below the state average, Caliber made progress from the prior year. 2024 results showed eight student groups in the red category. The 2025 results indicate the EL student group is the only group remaining in the red category. Continued work in the area of chronic absenteeism is still needed.

As displayed, students with disabilities (SWD), scored 119.8 points below standard with a decline of 3.8 points in the Dashboard ELA results, displaying a red indicator. SWD scored 142.6 points below standard in mathematics, maintaining progress, with a red indicator.



Currently, Caliber serves 125 pupils in special education. Several IEP’s were reviewed during the annual oversight visit. Overall, those reviewed showed a strong effort in documenting student strengths, assessment data, and disability eligibility, reflecting thoughtful knowledge of the students, parent input and descriptions of classroom support. It was also noted that several of the Present Levels of Academic Achievement and Functional Performance sections could be strengthened by

consistently including clear baseline data, grade level comparisons and explicit connections between identified needs, goals, and services. Intervention systems were also reviewed, resulting in a suggestion of increasing the structured and targeted intervention time in the lower grades with focused instruction for foundational skills to help close gaps sooner and support stronger long-term progress.

In analyzing the data received from Caliber through required documentation, CDE Dashboard, and the site visit, opportunities for growth are evident in the academic performance of SWD student group, and EL student groups. The leadership structure, focusing on instructional practice through coaching is a positive step in the right direction. Providing increased staff development in the area of student engagement and learning may assist in reaching growth targets. Overall, the educational program established at Caliber ChangeMakers is currently successful.

## Is the charter school financially viable?

The Education Code [Section 47604.33](#), requires schools to submit financial information for the authorizer's review and assessment of the fiscal condition of its charter schools. The following financial information is required to be submitted to the authorizer by specified dates and Caliber has successfully submitted timely reports to the authorizing district. The following reports are required.

- On or before July 1, a preliminary budget.
- On or before July 1, a Local Control and Accountability Plan (LCAP) and an annual update to the LCAP.
- On or before December 15, an interim financial report reflecting changes through October 31.
- On or before March 15, a second interim financial report reflecting changes through January 31.
- On or before September 15, a final unaudited report for the full prior fiscal year.

The district has reviewed the charter school's multiyear financial projections (MYP), including supporting documentation such as the LCFF calculator, interim financial reports, and budget summaries, to assess the organization's fiscal outlook. Based on this review, the charter demonstrates a stable financial position in the near term, supported by consistent enrollment and ADA trends and aligned LCFF revenue projections. Core funding assumptions are internally consistent across financial documents, indicating a reliable revenue base.

In addition to document review, the district participated in a comprehensive site visit, during which financial documents were provided and reviewed on-site as part of the oversight process. The district has also engaged in ongoing monitoring through consistent review of interim financial reporting

updates, ensuring that fiscal conditions, assumptions, and trends are evaluated throughout each fiscal year.

The three-year outlook reflects modest revenue growth driven primarily by LCFF adjustments and stable attendance assumptions. The organization projects positive operating performance at the school level and maintains healthy, unrestricted fund balances, indicating an ability to meet financial obligations and sustain operations in the short term. However, the projections also indicate areas requiring ongoing monitoring, including reliance on one-time funding sources, structural cost pressures (e.g., staffing and centralized support costs), and continued deficits at the central office level.

Overall, the district's review finds that the charter school is fiscally viable over the three-year period, with adequate reserves, stable revenues, and ongoing oversight practices in place, but recommends continued monitoring of long-term structural balance, expenditure growth, and the sustainability of funding sources beyond the projection window.

## Is the charter school operating and governed effectively?

Caliber ChangeMakers is one of two schools in the Caliber Public Schools network. Caliber ChangeMakers facility was built in 2018 and provides a safe and open environment for the children. The CMO recently purchased an adjacent property to the school and plans on using the additional space for physical education fields and will build a unit to house their transitional kindergarten. A tour of the facilities was conducted during the oversight visit, and found the facility in good repair and conducive for a positive learning environment.

### Governing Board

Caliber ChangeMakers is governed by a seven member Caliber Public Schools Board of Directors. The board meets quarterly and is composed of professionals with various levels of experience within the realm of charter schools. During the March 12, 2026 site visit, the VCUSD team interviewed two of the board members, one of which was the board Chair. Valuable information was gathered during this interview.

The board appears to be very hands-on, focused on the mission and objective of their schools, with the main focus being their students. The board chair meets on a weekly basis with Terence Johnson, CEO of Caliber Schools, and asserts that Mr. Johnson is very transparent with the board. Each year, the board meets with the CEO to assist in setting goals for the year.

Throughout the year the board continually assesses progress towards those goals and each year conducts an annual performance assessment of the CEO. Additionally, the board participates in an annual retreat and revisits the Brown Act and their strategic plan. It appears that the board is well

aware of the organization's financial condition and pays close attention to the CDE's Dashboard results. Each year the annual budget and the school's LCAP is presented to the board for discussion and then approval. The board appears to be an effective body of governance for the operation of Caliber Public Schools.

### School Site Council/English Learner Advisory Committee

An interview was also conducted with the School Site Council (SSC) and English Learner Advisory Committee (ELAC). Members of these organizations are there because they want to be involved in the school community and have a voice in the operation of the school. Both groups meet on a quarterly basis and the parent members of the groups are relatively new in their roles. Each group seems to have had a difficult time rebuilding after Covid. The two groups work closely together and the school principals are very transparent when sharing school data with the groups. Each group also works closely with the Expanded Learning Opportunities Program (ELOP).

Although these groups have the best interest of the school in mind, they do not appear to be functioning as effective SSC or ELAC governing groups. As several parents within the groups are also staff members, parity issues may occur. Additionally, it does not appear that the groups' members have received adequate training or preparation needed to operate as effective SSCs or ELACs. This became evident when discussing their role in the development and approval of the LCAP. It would be in the best interest of the school to provide training for SSC and ELAC members at the beginning of their term, with an annual review of member duties and responsibilities.

The leadership team structure at the CMO and ChangeMaker site is unique. The time spent coaching and observing teachers by both lower and upper school leadership is commendable. Additionally, the fiscal health of the organization and operations are strong attributes to the organization. An area of opportunity may be to focus on the certification of your teachers. Currently only 26% of your teachers have a clear credential. Fully credentialed teachers are more likely to continue employment with the same entity and are a factor in accelerating student achievement levels. Although charter school administrators do not need an administrative credential, the opportunity to encourage your staff to obtain an appropriate credential could further strengthen the current supervisory model. Based on the Districts review of documents provided to the oversight team and observations and discussions held during the oversight visit, it is evident that the current governance and operation of Caliber ChangeMaker is effective.

### Is the charter school advancing equity and access through serving public policy purposes?

Caliber ChangeMakers is a charter school located in the community of Vallejo California. The school currently serves 972 students in grades TK through 8. This number includes 125 students with

disabilities and 259 English Language Learners. The ethnicity breakdown for the 24-25 school year as reported by Dataquest is as follows: 23.4% African American, 1.5% Asian, 7.3% Filipino, 57.7% Hispanic, 3.3% White, 5.1% More than one race, 1.3% Not reported. The current unduplicated student count for Caliber is 802 pupils or 82% of the student population.

The school's master schedule reflects the school's commitment to their pupils. The schedule includes breakfast and lunch and in the elementary grade, the day starts with Circle or Group, social, emotional learning instruction. Intervention is built into their schedule and a variety of curriculums have been adopted. In our interview/discussion with teachers during the site visit, it was evident they care a great deal about their students and are supportive of the school community. They talked of a clear vision, constant collaboration, push-in support and instructional coaching. Their question to us is "What can we do to grow?".

The mission and vision statements for Caliber describe how the school intends to serve public policy purposes.

The 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.*

The Vision Statement: *We will establish a safe and supportive environment (HEART) so that students can engage in rigorous learning (SMART) and develop the skill set to be critical thinkers (THINK) who then become agents of change in their communities and world (ACT).*

The site visit provided additional insight from the written documentation provided by the school. Although the school has opportunity for growth with areas outlined in this report, advancing equity and access to serve public policy purposes was observed.

