

VALLEJO CITY UNIFIED SCHOOL DISTRICT

STAFF REPORT, PROPOSED FINDINGS OF FACT AND RECOMMENDATION CONCERNING THE CALIBER: CHANGEMAKERS CHARTER SCHOOL'S RENEWAL PETITION

Date Posted: Tuesday, September 22, 2026

The following provides a summary of the Vallejo City Unified School District's ("District") staff report, proposed findings of fact, and recommendation concerning the Caliber ChangeMakers Charter School's charter renewal petition ("Renewal Petition").

Introduction and Procedural Background

Under the authorization, governance, and oversight of the Vallejo City Unified School District, Caliber ChangeMakers Charter School ("Caliber" or "Charter School") has operated as an independent classroom-based charter school since 2016. Caliber ChangeMakers currently serves a population of approximately 980 students in transitional kindergarten through eighth grade and provides a strengths-based educational program to its student population. According to data available on the California School Dashboard ("Dashboard"), Caliber's 2024-25 student population consisted of 80.5% socioeconomically disadvantaged students, 26.4% English Learners, 0.2% foster youth, and 11.7% students with disabilities. Caliber's current charter term expires on June 30, 2027, and it is seeking a five-year renewal term beginning on July 1, 2027, and ending June 30, 2032.

On or about July 16, 2026, the District received a copy of Caliber's Renewal Petition as well as a signed certification from Terence Johnson, Lead Petitioner, deeming the Renewal Petition to be complete.

On September 9, 2026, the District's Board of Trustees ("Board") held a public hearing to determine the level of support for the Renewal Petition by teachers, other District employees, and parents/guardians.

On October 7, 2026, the District's Board will hold a public hearing on the Renewal Petition during which the Board will consider the admissions preferences of the charter school and take action to either grant or deny the Renewal Petition.

As discussed in further detail below, District staff, in consultation with legal counsel, have conducted an extensive analysis of the Renewal Petition and its accompanying exhibits. The District's review team also carefully evaluated the legal grounds articulated in the Education Code for purposes of determining whether the Renewal Petition meets the minimum standards for approval. District staff have determined that, despite some areas of concern, Caliber offers a sound educational program and is likely to successfully implement the program. As such, District staff have determined that the Petition **meets the minimum requirements** under the Education Code for approval of the requested five-year term.

Based on its analysis, District staff recommend that the Board **approve** Caliber's Renewal Petition (along with any conditions that may be specified by the Board) for a renewal term of July 1, 2027, through June 30, 2032.

Executive Summary

Below is an executive summary of the District staff's findings regarding the Renewal Petition:

Eligibility for Renewal and Renewal Tier based on Data Analysis

(Findings 1-4)

Renewal Tier: Low, Middle, or High Performance (as determined by two prior years of dashboard reported data)		Middle Tier
1.	Has the charter school made sufficient progress toward meeting standards that provide benefit to the charter school's students?	Yes
2.	Is closure of the charter school in the best interests of students?	No
3.	Did the decision provide greater weight to performance on measures of academic performance?	Yes

Eligibility for Renewal Based on Notice Cure an Alleged Violation

(Finding 5)

Has a notice to cure an alleged violation been issued regarding: 1. substantial fiscal or governance concerns or 2. the charter not serving all students who wish to attend		No
☐ If notice was issued, has a written response been submitted?		N/A
☐ Has a corrective action plan been provided?		N/A
☐ If submitted, is the corrective action plan sufficient to resolve or remedy the identified fiscal and/or governance concerns?		N/A

Eligibility for Renewal Based on Petition Elements

(Findings 6-10)

Does the charter petition demonstrate any additional legal grounds for denial?		No
1.	Does the charter present a sound educational program?	Generally
2.	Are petitioners demonstrably unlikely to successfully implement the program set forth in the petition?	No
3.	Does the petition contain an affirmation of each of the required conditions?	Yes
4.	Does the petition contain reasonably comprehensive descriptions of all required elements described below?	Generally
5.	Does the petition contain a declaration of whether the charter school shall be deemed the exclusive public employer of the charter school's employees?	Yes

REQUIRED ELEMENTS OF THE PETITION			
#	Element / Category	Reasonably Comprehensive?	Comments
1	Description of Educational Program	Yes	
2	Measurable Student Outcomes	Generally	Noted findings below
3	Methods for Measuring Student Progress	Yes	
4	Governance Structure	Yes	
5	Employee Qualifications	Yes	
6	Health and Safety Procedures	Yes	
7	Demographic Balance	Yes	
8	Admissions & Lottery Procedures	Yes	
9	Annual Independent Financial Audits	Yes	
10	Student Discipline Procedures	Yes	
11	Retirement Systems	Yes	
12	Public School Attendance Alternatives	Yes	
13	Post-Employment Rights of Employees	Yes	
14	Dispute Resolution Procedures	Yes	
15	Closure Procedures	Yes	
Required Supplemental Information		Reasonably Comprehensive?	Comments
Financial Information and Administrative Plan		Yes	
Operations and Potential Impacts		Yes	
Facilities		Yes	

Accountability Criteria for Renewal under Education Code Sections 47607 and 47607.2 and Corresponding Findings of Fact

The consideration of a Renewal Petition requires the District to: (1) determine whether the charter school meets applicable eligibility requirements using the accountability criteria detailed in Education Code sections 47607 and 47607.2 and reflected in the Dashboard, and (2) evaluate whether the Renewal Petition meets the standards and criteria set forth in Education Code section 47605. An analysis of these two components of the charter renewal process is addressed in detail below and includes District staff’s corresponding findings of fact.

Determination of Performance Category.

Education Code section 47607 provides that a “chartering authority may grant one or more subsequent renewals pursuant to subdivisions (b) and (c) and Section 47607.2.” These provisions detail a three-tiered system that categorizes a charter school as a high-performance tier, middle-performance tier, or low-performance tier charter school. The designation of a charter school in a particular tier determines the level of review that the chartering authority must conduct to evaluate whether the charter school is eligible for renewal of its charter.

Charter schools that fall in the high-performance tier under either criterion are eligible for presumptive renewal. Charter schools that fall in the low-performance tier under either criterion are treated as a presumptive non-renewal.

The California Department of Education provides access on its website to a list of California public charter schools and the respective performance tier to which they have been assigned based on the criteria set forth in Education Code sections 47607 and 47607.2. This list is available at <https://www.cde.ca.gov/sp/ch/performcategory.asp>.

A charter school’s performance category (i.e., high, middle, or low) is determined according to two criteria, as described below.

Finding of Fact No 1: Dashboard Color

Criterion 1 is based on the performance colors received for all schoolwide indicators on the Dashboard for the two previous Dashboard years. The Dashboard state indicators include the following:

- English language arts/literacy (“ELA”)
- Mathematics
- Science
- English Learner Progress Indicator (“ELPI”)
- College/Career Indicator (“CCI”) (applicable to high school programs only)
- Chronic Absenteeism Indicator (applicable TK-8 grades only)
- Suspension Rate Indicator
- Graduation Rate Indicator (applicable to high school programs only)

The following conditions apply for considering a charter school’s eligibility for renewal under Criterion 1:

The charter school must have at least two academic indicators that are assigned a performance color for each of the two Dashboard years. (The two academic indicators that are assigned a performance color do not need to be the same indicators each year.)

High Performance Tier: The charter school has **Blue** and/or **Green** on all state indicators for two years.

Low Performance Tier: The charter school has **Red** and/or **Orange** on all state indicators for two years.

Caliber's performance on these indicators for the 2023-24 and 2024-25 school years is shown below.

School-Wide Indicator	2024 Dashboard	2025 Dashboard
-----------------------	----------------	----------------

English Language Arts Distance from Standard	-44.8 points below	-41.5 points below
Mathematics Distance from Standard	-71.1 points below	-62.3 points below
Science Distance from Standard	18.2 points below	50 science points
English Learner Progress Indicator (ELPI)	54.3%	37.3%
Suspension Rate	1.7%	2.1%
Chronic Absenteeism Rate (TK-8 only)	32.9%	21.6%

Conclusion No. 1:

With performance indicators ranging from green to red, Caliber is neither definitively high nor low, and is thus moved on to Criterion 2. See analysis below.

Finding of Fact No. 2: Dashboard Status

Criterion 2 looks at the "Status" (also known as current year data) for all academic indicators with a performance color for the two previous Dashboard years. Per Education Code section 47607(c)(3), the applicable academic indicators subject to review include the following:

- ELA
- Mathematics
- Science
- ELPI
- CCI (high school programs only)

Performance determinations under Criterion 2 are based on the **overall Status** for the charter school **and** its student groups, and how they compare with the statewide averages for the two previous Dashboard years. The state's Status is used as the "statewide average" for the academic indicators.

A charter school falls within the high-performance tier (and is, therefore, eligible for a presumptive renewal) based on the following:

The charter school's academic indicators with a performance color must reflect an overall Status that is the **same or higher** than the overall Status for the State of California. After removing the student groups that performed **higher** than or at the **same** level as the statewide average, all remaining student groups with a color that scored higher than their respective student group statewide average (i.e., received a higher Status score on the indicator) must be identified. To be placed in the high-performance tier, the charter school must have at least two remaining student groups that receive a color across the prior two Dashboard years, and each group must have at least two academic indicators with colors in *each* of the two Dashboard years. In addition, a majority of the charter school's student groups with performance colors must have scored **higher** than the statewide average for their respective student groups.

Alternatively, a charter school falls within the low-performance tier (and is, therefore, considered for a presumptive non-renewal) based on the following:

The charter school's academic indicators with a performance color must reflect an overall Status that is the **same or lower** than the overall Status for the State of California. After removing the student groups that performed **higher**

than or at the **same** level as the statewide average, all remaining student groups with a color that scored lower than their respective student group statewide average (i.e., received a lower Status score on the indicator) must be identified. To be placed in the low-performance tier, the charter school must have at least two remaining student groups that receive a color across the prior two Dashboard years, and each group must have at least two academic indicators with colors in *each* of the two Dashboard years. In addition, a majority of the charter school's student groups with performance colors must have scored **lower** than the statewide average for their respective student group.

A charter school that does not fall within the high-performance or low-performance tiers is assigned to the middle-performance tier. Charter schools that are designated in the middle-performance tier are eligible for a presumptive renewal of their respective charters for a five-year term.

The District conducted an analysis of all of Caliber's available academic metrics. The summary is shown below.

X= performed same or higher than statewide	2024 Dashboard				2025 Dashboard			
	ELA	Math	Sci	ELPI	ELA	Math	Sci	ELPI
School Wide				X				
Students w/ Disabilities		X	X	NA			X	NA
SED			X	NA		X	X	NA
English Learners			X	NA			X	NA
African American	X	X	X	NA	X	X	X	NA
Hispanic				NA		X	X	NA

In the 2024 Dashboard year, Caliber only outperformed the statewide average on schoolwide basis on the ELPI. The majority of student groups performed below the statewide average in ELA and math. In math, two of five reported student groups outperformed the state. In ELA, only one of five reported student groups outperformed the state.

In the 2025 Dashboard year, Caliber did not outperform the statewide average on any of the academic indicators on a schoolwide basis, and the majority of student groups performed below the statewide average in ELA. In math, three of five reported student groups outperformed the state, but in ELA, only one of five reported student groups outperformed the state.

Caliber provided internal calculations for 2026 indicating further progress in all five areas. The projected results include a 9.8-point improvement in ELA, a 7.3-point improvement in math, a 5-point increase in ELPI, a decrease of .08% in Chronic Absenteeism, and a 1.2% decrease in the Suspension Rate.

In the Renewal Petition, Caliber noted that the marked decline in the 2025 ELPI results spurred the school to undertake expanded efforts to recover the lost growth acquired in prior years. Caliber's analysis identified the lower grades as those students least likely to have demonstrated measurable progress. The school then prioritized strengthening integrated English Language Development ("ELD") instruction in those grades. Caliber reports that, based on those calculations, the additional efforts have been effective, and Caliber anticipates progress for both ELs and Long-Term English Learners ("LTELs") in the 2026 Dashboard results.

Conclusion No. 2:

Under Criterion 2, Caliber falls narrowly within the middle-performance tier because, in the 2024 Dashboard year, the school outperformed the statewide average for ELPI. Were it not for this data point, Caliber would be considered in the low-performance tier because for all other measurements of academic performance it received schoolwide performance levels that were the same or lower than the statewide averages.

Additional Academic Analysis for Middle Performance Tier

A charter school in the middle-performance tier is presumed to be renewed unless there are findings that the school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to students. That standard can be defined as the charter school failing to achieve measurable increases in academic achievement or failing to achieve strong post-secondary outcomes. These findings must be shown through analysis of clear and convincing data, utilizing verified data if presented. Such findings must be in concert with the finding that closure is in the best interest of students. In making those findings, the analysis must place greater weight to performance on academic measures.

Finding of Fact No. 3: Sufficient Progress

To assess the charter school's measurable increases in academic achievement and/or post-secondary outcomes, the District analyzed trends over four years of data as reported on the California Dashboard or other public sources.

English Language Arts (% meeting or exceeding standards)

Source: CAASPP.org	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Change from Year 1 Baseline
School-Wide	37.65%	31.94%	33.73%	35.79%	-1.9
Students w/ Disabilities	15.07%	9.59%	12.5%	7.14%	-7.9
Socioeconomically Disadvantaged	32.18%	29.05%	31.22%	33.34%	+1.2
English Learners	14.29%	6.02%	5.08%	7.14%	-7.2
African American	28.97%	31.76%	34.88%	37.50%	+8.5
Hispanic	35.39%	29.17%	28.41%	28.45%	-6.94

English Language Arts Growth (Growth Descriptor)

Source: Dashboard	Years 1-2	Year 3 2023-24	Year 4 % improved	Year 4 Descriptor
School-Wide	NA	Above	77.3%	Accelerated
Students w/ Disabilities	NA	Below	69.4%	Average
Socioeconomically Disadvantaged	NA	Typical	78.5%	Accelerated

English Learners	NA	Typical	74.8%	Average
African American	NA	Typical	81.9%	Accelerated
Hispanic	NA	Typical	76.5%	Accelerated

Mathematics (% meeting or exceeding standards)

Source: CAASPP.org	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Change from Year 1 Baseline
School-Wide	20.12	22.06%	25.0%	26.51%	+ 6.4
Students w/ Disabilities	9.73%	6.85%	8.86%	10.71%	+1.0
Socioeconomically Disadvantaged	16.14%	16.32%	23.74%	23.38%	+7.3
English Learners	6.50%	2.38%	8.33%	9.28%	+2.8
African American	15.0%	18.06%	18.75%	20.43%	+5.4
Hispanic	18.04%	18.75%	22.32%	23.66%	+ 5.6

Mathematics Growth (Growth Descriptor)

Source: Dashboard	Year 1-2	Year 3 2023-24	Year 4 % improved	Year 4 Descriptor
School-Wide	NA	Above	72.1%	Accelerated
Students w/ Disabilities	NA	Below	69.4%	Average
Socioeconomically Disadvantaged	NA	Typical	72.6%	Accelerated
English Learners	NA	Typical	68.9%	Accelerated
African American	NA	Typical	71.6%	Average
Hispanic	NA	Typical	72.2%	Accelerated

English Language Performance Indicator (ELPI)

Source: Dashboard	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Change from Year 1 Baseline
English Learners	46.9%	47.1%	54.3%	37.3%	-9.6
Long-Term English Learners	NA	NA	55.6%	51.6%	NA

Summary of Academic Trends

	Did the charter school trend toward improvement or maintain excellence school wide?		Did the charter school trend toward improvement or maintain excellence for a majority of student groups?	
ELA % Proficient	NO	Both distance from standard and % proficient have remained relatively stagnant since 2021-22	NO	However, there have been some significant gains for African American students over the last term. Students with disabilities and English Learners are the groups that show the most disproportionately low achievement.
ELA Growth	YES	Accelerated growth overall in 2025, improved from typical growth in prior year.	YES	All groups show average or accelerated growth in 2025, most improving that measure from the prior year.
Math % Proficient	YES	Schoolwide math proficiency and distance from standard have improved since 2021-22 and are almost back at pre-COVID levels.	YES	All student groups show increases on this metric. Students with disabilities and English Learners show the least progress.
Math Growth	YES	Accelerated growth overall in 2025, improved from typical growth in prior year.	YES	All groups show average or accelerated growth in 2025, mostly improving that measure from the prior year.
ELPI	Some-what	Considering only years 1-3, the Charter School made progress with English Learners. Year 4 was a downturn but not necessarily concerning given the small number of students in the sample size.	NA	NA

In summary, Caliber generally demonstrated measurable increases in academic outcomes over the four years of its term on most academic indicators. Using the 2021-22 post-COVID school year as a baseline, the analysis showed increases in math proficiency, math growth, and ELA growth. There was also improvement in the ELPI scores over the first 3 of 4 years examined. On all measures, English Learners and Students with Disabilities trail the growth of their peers. Conversely, African American students show some of the most significant post-COVID gains.

Verified Data

A charter school designated in the middle-performance tier may choose to submit verified data to demonstrate student achievement and growth. If the charter school chooses to do so, the District must consider it. Caliber submitted verified data in the form of iReady median progress towards growth, disaggregated by grade levels and significant student groups. This is consistent with the State Board of Education's list of approved data sources.

The data shows that the Charter School achieved a 95% or above participation rate during the past four years for almost all grade levels and groups, showing no obvious testing biases or exclusion. From the 2023-24 school year

forward, all grade levels and groups met the aggregate growth target, as defined by the iReady publisher. In 2025-26, all grade levels and groups not only met the growth target, but they also achieved over 100% median growth progress, meaning that the average growth of all students in that grade level or group was greater than one years' worth of growth for that school year. If iReady is an adequate predictor for CAASPP scores, this suggests that 2025-26 Dashboard data (once released) will show an improvement in ELA performance.

Conclusion No. 3:

Based on the analysis of four years of both Dashboard and verified data, Caliber appears to demonstrate sufficient progress towards meeting standards that provide a benefit to students enrolled in the Charter School. There is clear and convincing evidence of students making academic progress. Caliber remains eligible for renewal under the middle-performance tier criteria.

Finding of Fact No. 4: Closure in the best interest of students

As the Charter School is in the middle performance tier (see Findings of Fact Nos. 1 and 2) and further academic analysis shows that it appears to reach the threshold of sufficient progress towards meeting standards (see Finding of Fact No. 3), the District did not need to consider whether closure of the Charter School would be in the best interest of students.

Finding of Fact No. 4:

Caliber meets the threshold for determining that closure would not be in the best interest of students. It remains eligible for renewal under middle-performance tier criteria.

Additional Grounds for Denial and Corresponding Findings of Fact

Finding of Fact No. 5: Notice to Cure an Alleged Violation

The District's Board may also deny the renewal of a charter school, notwithstanding the standards set forth in Education Code sections 47607(c) and 47607.2, upon a finding that the charter school is demonstrably unlikely to successfully implement the program due to substantial fiscal or governance factors, or the charter school is not serving all students who wish to attend, as documented under Education Code section 47607(d). (Educ. Code § 47607(e).) If the Board determines that denial is warranted, it must provide specific written findings detailing the reasons for the decision and that closure is in the best interest of students.

Prior to denial under this criterion, the authorizing district must issue a formal notice to cure the alleged violation(s), provide the charter school with at least 30 days' notice of those violation(s), and afford a reasonable opportunity to remedy the violation(s). The authorizer must then make a finding that either the corrective action proposed by the charter school has been unsuccessful, or the violation(s) are sufficiently severe and pervasive that a corrective action is not viable.

The District has not identified fiscal or governance factors that would make Caliber reasonably unlikely to implement its proposed program, nor has it issued any notices to cure an alleged violation.

Conclusion No. 5

The District did not identify substantial fiscal or governance factors pertaining to the Charter School or otherwise determine that the Charter School is not serving all students who wish to attend. Therefore, no proposed findings were made pursuant to Education Code section 47607(e).

Charter Petition Renewal Criteria Under Education Code Section 47605 and Corresponding Findings of Fact

The District's review team performed a comprehensive review of the Renewal Petition, which included an analysis of the proposed educational program, measurable student outcomes, methods for measuring student progress, fiscal and governance structures, student admissions, and legal issues.

Below, District staff presents its findings of fact, addressing the broad categories of review for the Petition.

Finding of Fact No. 6: Generally sound educational program

The Renewal Petition demonstrates that Caliber's proposed program, as written, is generally consistent with sound educational practice and includes a fairly comprehensive description of the educational program and offerings for students enrolled in the Charter School.

The instructional program presented in the Renewal Petition is, for the most part, comprehensive and thoughtful. All required elements are included with standards-aligned curriculum tied to each content area. A generally detailed plan for multi-lingual learners is included and is a positive step for supporting this student group. The District intends to monitor the implementation and outcomes of this plan.

However, a detailed review of Caliber's special education service delivery model and outcomes for students with disabilities reveals several questions and potential concerns, which are detailed below.

Demographic and Eligibility Discrepancies

- **Overall Enrollment:** Caliber reports an 11.7% special education enrollment (115 students), which is lower than the District (16.5%) and Solano County (15.8%).
- **Disability Category Disparities:** The percentages of students served by specific disability categories are significantly discrepant from the District and Solano County, giving the impression that Caliber may be serving students with mostly mild disabilities. Most notably, Caliber serves a significantly lower proportion of students with Autism (14%) compared to the District (26%) and Solano County (23%). Conversely, Caliber's special education population is heavily weighted toward students who qualify as having Specific Learning Disabilities (37%).
- **Disproportionality:** In the 2024-25 school year, the California Special Education Technical Assistance Network ("CALTAN") compliance and monitoring report for Caliber showed a risk disproportionality for African American students of 3.27. Essentially, this means that African American students at Caliber were being identified as Other Health Impaired (OHI) at more than three times the rate of other students, which California flags as overrepresentation. The finding, however, was not repeated in 2025-26.

Outcomes for Students with Disabilities

- **Dashboard Data – ELA:** As shown in the analysis above, Caliber has seen a downtrend in the percentage of students meeting or exceeding standards on the ELA CAASPP assessment. For students with disabilities, this drop was more significant. In 2025-26, only 7% of students with disabilities met or exceeded standards

compared to 36% schoolwide. The ELA growth metric shows students with disabilities making average growth, compared with accelerated growth schoolwide and for other student groups. In comparison, the District's students with disabilities group showed moderate growth, with 8% meeting or exceeding standards.

- **Dashboard Data – Math:** Analysis of math scores shows similar disproportionality but with upward trends. In 2025-26, 11% of students with disabilities met or exceeded standards compared to 27% schoolwide. However, for both groups, this is an overall increase from prior years. The Math growth metric shows students with disabilities making average growth, compared to accelerated growth schoolwide and for other student groups. In comparison, the District's students with disabilities showed moderate growth, with 9% meeting or exceeding.
- **iReady Growth:** Caliber's Renewal Petition included verified data in the form of iReady median growth scores. A median growth score of 100% for a group of students indicates that, on average, that group has made one year of academic progress. As can be seen in the table below, students with disabilities showed far less growth than the schoolwide average in some years and far more growth in others, suggesting no definitive pattern to the relative achievement of students with disabilities.

	K-5 Math		6-8 Math		K-5 Reading		6-8 Reading	
	All	SWD	All	SWD	All	SWD	All	SWD
2022-23	103	96	50	54	96	82	100	34
2023-24	110	92	131	111	118	98	226	208
2024-25	104	97	133	111	118	147	170	197
2025-26	106	ND	93	78	109	ND	120	128

Restricted Continuum of Services and Over-Reliance on Inclusion:

- **Singular Focus on Push-In/Inclusion:** Caliber reports that 99.3% of its students with disabilities are educated in general education settings for 80% or more of the instructional day. This high inclusion rate is presented as a strength in Caliber's Renewal Petition. It is consistent with the CALTAN report showing 97.5% of students with disabilities in general education classrooms for more than 80% of the instructional day. In 2024-25, the CALTAN report showed 85% of special education students being educated in the general education setting for more than 80% of the school day, 7% of students in general education for less than 40% of their day, and 1% in a separate placement. These are within the targets established by the monitoring agency in the report.

Although the District is supportive of mainstreaming students in the general education setting to the maximum extent appropriate, these percentages create the impression of a "one size fits all" approach to special education placements. Caliber is legally obligated to make available a full continuum of placement options, and a student's placement must be tailored to meet the student's unique educational needs in the least restrictive environment ("LRE"), which may not be the general education classroom. This is critical for supporting students with significant behavioral, emotional, or complex cognitive learning needs who require specialized, small-group, or self-contained program settings. Considering the low academic performance on the Dashboard among the students with disabilities group, the District strongly encourages Caliber to revisit its inclusion model to ensure that all students are receiving a free appropriate public education ("FAPE") in the LRE in accordance with their IEPs.

Student Transitions Back to District

- Lack of Appropriate Intervention: Parent reports and District transition data indicate that students with complex behavioral or learning needs receive minimal appropriate specialized intervention or specialized placement options while enrolled at Caliber.
- Return to District Services: Perhaps because Caliber lacks a full continuum of special education placements, students with significant disabilities who cannot be accommodated solely through general education push-in support appear to be exiting the Charter School and returning to the District at a higher rate. Upon re-enrolling in District schools, these students frequently require significant compensatory intervention, behavioral stabilization, and high-intensity support to address gaps that accrued during their placement at Caliber.

In summary, there are some patterns of identification and service for students with disabilities that the District intends to monitor closely to ensure that Caliber is appropriately identifying, assessing, and qualifying students for special education and related services. Similarly, the District intends to further evaluate what appears to be students with more severe disabilities being underserved at or counseled out of Caliber. The District expects Caliber to be prepared to address this concern at the upcoming public hearing when the Board considers the Renewal Petition.

Outcomes for students with disabilities at Caliber show similar discrepancies when compared District and statewide averages. However, there is also a discrepancy between the growth predicted on the iReady assessment and proficiency on the CAASPP. This may be a core concern for Caliber as it works to improve outcomes for students with disabilities. Furthermore, both Caliber and the District may wish to review other success metrics for students with disabilities, such as progress toward meeting individualized education program (“IEP”) goals.

Thus, based on the information included in the Renewal Petition, District staff finds that the Renewal Petition generally presents a sound educational model designed to meet the needs of the charter school students. However, staff recommend the following areas of heightened monitoring and attention:

- Annual review of CALTAN report for disproportionality and other concerns.
- Annual review of CALPADS student exit data for disproportionality of students with disabilities exiting the Charter School.
- Annual review of Dashboard data disaggregated for student groups.
- Site visit focus on SST, MTSS, and student assessment protocols, including interviews of families of students with disabilities.
- Site visit focus on implementation of plan for multi-lingual learners.
- Caliber should consider examining the relationship between iReady and other success metrics to determine if the iReady scores are providing adequate advanced warning of disproportionate outcomes for both students with disabilities and English Learners.

Conclusion No. 6

The District finds that the Renewal Petition generally presents a reasonably comprehensive description of a sound education program for the students who attend the Charter School. The above-noted concerns regarding the provision of special education and related services to Caliber students will be closely monitored by the District.

Finding of Fact No. 7: Demonstrably unlikely to successfully implement

The District conducted a review of various enrollment and financial documents provided with the Renewal Petition and that were publicly available. Below is an analysis of those documents and other information gleaned as part of the District's fiscal oversight of the Charter School.

Caliber has maintained steady growth academically and has been consistent in its attendance projections. Moreover, Caliber appears to regularly analyze data and take strategic steps to respond to potential problems.

Enrollment

Caliber's current-year enrollment stands at 988 students. The Renewal Petition includes a projection ranging from 1,012 to 1,032 students over the next five years. This projection appears realistic given the Charter School's historical enrollment capacity and the expansion of its transitional kindergarten program.

Caliber's enrollment and average daily attendance ("ADA") forecast uses an enrollment ratio of 92%. This ratio takes into account student absences along with student withdrawals during the school year.

Financial Position and Projections

The following is a brief explanation of Caliber's fiscal position, highlighting key trends:

- **ADA:** Funded ADA is projected to decline modestly in FY 2026-27 compared to the prior year. However, the MYP projects an increase in ADA over the subsequent two years. The increase in projected ADA is primarily associated with the TK expansion. Caliber recently received approval from the City of Vallejo to move forward with a construction project and is planning for more growth in the TK population over several years.
- **Enrollment:** Enrollment is projected to decline modestly in FY 2026-27 compared to the prior year. However, the MYP projects a modest increase over the subsequent two years, again primarily associated with the TK expansion.
- **Surplus/(Deficit) spending:** While Caliber is estimated to have ended the prior year with a healthy budget surplus, an approximately-balanced budget is projected for FY 2027-28 and expected to remain over the subsequent two years. Although the TK expansion is anticipated to provide additional revenue, it is also expected to involve additional operating expenses both on the instructional side as well as for the rent associated with the TK facilities. The Caliber organization owns the property via an LLC affiliate and the Charter School pays rent to the LLC for use of the property.
- **Fund balance:** Viewed as a percentage of expenditures, this metric is expected to decline modestly but remain at a healthy level of over 30% of expenditures. The MYP projects the fund balance to remain at a similar level over the subsequent two years.
- **Cash balance:** Cash balance is estimated to have improved during the past fiscal year, both in nominal terms and when viewed as a percentage of expenditures. This cash flow trend is looking at the individual school, though it should be noted due to closing activities associated with the end of the fiscal year, further updates are expected to be needed for internal transfers. That said, we also reviewed the cash flow for the Caliber Public Schools' School Support Organization (commonly referred to as a charter management organization), and the trend for the organization is consistent with the individual school.

Summary Financial Findings

Key metrics of the Adopted Budget generally reflect steady or improving trends. The Charter

School continues to appear to be on track to maintain fiscal solvency for the upcoming term. The multi-year projection anticipates growth in the upcoming years associated with TK expansion.

Staffing and Benefits Assumptions

The Charter School is projecting the following for fiscal years 2028-2032:

Staffing:

FTE positions	2027-28	2028-29	2029-30	2030-31	2031-32
Teachers	50	51	51	51	51
Instr. Leaders	8.5	8.5	8.5	8.5	8.5
SpEd.	21.5	21.5	21.5	21.5	21.5
SEL/Mental Health	5.0	5.0	5.0	5.0	5.0
Other Student Services.	7.5	7.5	7.5	7.5	7.5
Operations	9.5	9.5	9.5	9.5	9.5
Planned Staff	102	104	104	104	104

Benefit Assumptions:

Caliber's expenditures for employee benefits account for 11% of total revenues, with salaries accounting for around 42% of total revenues.

Therefore, based on a review of historical financial performance, projected operating budgets, the five-year financial plan, and Unaudited Actuals, the Charter School demonstrates clear fiscal solvency. The Charter School maintains adequate reserves, consistent operating surpluses, and a technically balanced multi-year budget, which indicates a strong capacity to meet both short-term and long-term financial obligations.

Conclusion No. 7

For the above-stated reasons, the District has determined that Caliber is demonstrably likely to successfully implement the charter program for the proposed five-year renewal term

Finding of Fact 8: Affirmations, assurances, and declarations

Conclusion No. 8:

The Renewal Petition contains all required affirmations, assurances, and declarations.

Finding of Fact No. 9: Reasonably comprehensive.

Based on the District review team's analysis, the Renewal Petition generally provides reasonably comprehensive descriptions of the required elements set forth in Education Code section 47605 to qualify for approval. The District

notes there are a few items that are not included, lacking in detail, or in need of modification. Some of these deficiencies are sufficiently noteworthy. For reference purposes, the District has identified the deficient items below:

Educational Program. The summary of findings detailed in Finding of Fact No. 6 is hereby incorporated herein by reference.

Measurable Student Outcomes. As indicated on p. 3 of this document, the Renewal Petition only generally describes measurable student outcomes in Element 2 of the Renewal Petition. The Renewal Petition should have included specific goals as distinct measurable student outcomes with corresponding baseline data, actions, and methods for measuring progress on/attainment of such goals/outcomes. The broad LCAP goals are not a substitute for the measurable student outcomes as defined in Education Code section 47605: “ ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school.” However, in the attached LCAP, the District notes that the aforementioned broad goals are delineated with metrics, baseline, and three-year outcomes.

Conclusion No. 9

The Renewal Petition contains a generally comprehensive description of the required elements set forth in Education Code section 47605 to qualify for approval.

Finding of Fact 10: Other key areas

The Renewal Petition generally describes other key areas concerning the operations, facilities, civil liability, administrative services, and other potential effects/impacts of the Charter School on the District.

Conclusion No. 10

The Renewal Petition generally satisfies other key areas related to operations, facilities, and potential impacts. The Charter School affirms that, upon renewal, it will enter into a memorandum of understanding (MOU) to further describe the operational relationship between the Charter School and the District.

Conclusion/Recommendation

Based on the District review team's analysis of the above-described criteria for approval of a charter and the corresponding Findings of Fact Nos. 1-10, including the concerns and deficiencies noted therein, District staff recommends that the District's Board of Education take action to approve the Renewal Petition for Caliber ChangeMakers Charter School.

The District further encourages Caliber to thoughtfully consider and address the concerns and items in the Renewal Petition identified herein that are in need of correction, clarification, or further detail. If the Renewal Petition is approved, these items will be the subject of ongoing monitoring by the District as part of its oversight of the Charter School. In addition, the District's Board may impose additional conditions for Caliber to satisfy if its Renewal Petition is approved.

