Caliber: Beta Academy
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Caliber: Beta Academy
Street	4301 Berk Avenue
City, State, Zip	Richmond, CA 94804
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

2021-22 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

2021-22 School Overview

Description: Caliber Public Schools are free, public, non-selective charter schools offering a rigorous, personalized, college preparatory education for Bay Area students. Caliber: 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	103
Grade 2	103
Grade 3	104
Grade 4	106
Grade 5	101
Grade 6	101
Grade 7	94
Grade 8	93
Total Enrollment	920

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
Asian	4.2
Black or African American	18
Filipino	0.9
Hispanic or Latino	71
Native Hawaiian or Pacific Islander	1.2
Two or More Races	2.2
White	2.5
English Learners	27
Foster Youth	0.1
Socioeconomically Disadvantaged	82
Students with Disabilities	12.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

Caliber's curriculum relies heavily on the use of adaptive instructional software instead of traditional textbooks. As a result, the materials reported here include many software tools that we use in different areas of our curriculum. In addition to the many instructional benefits of using software such as this (e.g., permitting highly personalized instruction), the school also benefits because the software is automatically updated over time, and is easily available to all students. As a result, all students have access to the most recent versions at all times.

Year and month in which the data were collected	December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Match Fishtank ELA Wit & Wisdom STEP Reading Assessment Lexia Core5 Raz Kids Reading A-Z ThinkCerca SmartyAnts	Yes	0.0
Mathematics	Eureka Engage NY Illustrative Mathematics OpenUp Resources Zearn Khan Academy	Yes	0.0
Science	Amplify Science	Yes	0.0
History-Social Science	History Alive Teaching Tolerance	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 works in close cooperation with the West Contra Costa Unified School District (WCCUSD) to provide a facility that is safe and clean.

WCCUSD has provided the facility to Caliber: Beta Academy under Prop. 39 and is responsible for the maintenance of the facility. Caliber staff conducted an internal FIT report earlier this school year and noted the issues below that are working on being addressed with the District.

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	October, 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No actions noted on FIT survey.
Interior: Interior Surfaces	X			No actions noted on FIT survey.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No actions noted on FIT survey.
Electrical		X		The FIT survey noted that the school bell system had been intentionally disconnected.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No actions noted on FIT survey
Safety: Fire Safety, Hazardous Materials	X			No actions noted on FIT survey.
Structural: Structural Damage, Roofs	X			No actions noted on FIT survey.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	The FIT survey noted missing non-slip surface on several ramps. The district is aware of these issues.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	591	1	0.17	99.83	--
Female	283	0	0	100	--
Male	308	1	0.32	99.68	--
American Indian or Alaska Native	0	0	0	0	0
Asian	22	0	0	100	--
Black or African American	96	1	1.04	98.96	--
Filipino	--	--	--	--	--
Hispanic or Latino	441	0	0	100	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	0	0	100	--
English Learners	114	0	0	100	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	490	0	0	100	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	1	1.41	98.59	--

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	591	1	0.17	99.83	--
Female	283	0	0.00	100.00	--
Male	308	1	0.32	99.68	--
American Indian or Alaska Native	0	0	0	0	0
Asian	22	0	0.00	100.00	--
Black or African American	96	1	1.04	98.96	--
Filipino	--	--	--	--	--
Hispanic or Latino	441	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	0	0.00	100.00	--
English Learners	114	0	0.00	100.00	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	490	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	1	1.41	98.59	--

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

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

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	591	570	96%	4%	36%
Female	283	274	97%	3%	40%
Male	308	296	96%	4%	32%
Asian	22	22	100%	0%	45%
Black or African American	95	91	96%	4%	36%

Hispanic or Latino	442	425	96%	4%	35%
White	14	14	100%	0%	50%
English Learners	115	105	91%	9%	5%
Socioeconomically Disadvantaged	490	470	96%	4%	33%
Students with Disabilities	77	71	92%	8%	8%

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

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

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

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	591	572	97%	3%	27%
Female	283	275	97%	3%	23%
Male	308	297	96%	4%	31%
Asian	22	22	100%	0%	23%
Black or African American	95	88	93%	7%	19%
Hispanic or Latino	442	430	97%	3%	27%
White	14	14	100%	0%	50%
English Learners	115	110	96%	4%	6%
Socioeconomically Disadvantaged	490	472	96%	4%	25%
Students with Disabilities	77	69	90%	10%	3%

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

CAASPP Test Results in Science for All Students

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

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	192	NT	NT	NT	NT
Female	98	NT	NT		
Male	94	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	37	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	138	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	31	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	154	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Caliber: 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	933	924	90	9.7
Female	449	445	44	9.9
Male	484	479	46	9.6
American Indian or Alaska Native	0	0	0	0.0
Asian	40	39	0	0.0
Black or African American	167	166	27	16.3
Filipino	8	8	1	12.5
Hispanic or Latino	664	657	52	7.9
Native Hawaiian or Pacific Islander	11	11	0	0.0
Two or More Races	20	20	5	25.0
White	23	23	5	21.7
English Learners	267	262	30	11.5
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	761	754	75	9.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	125	123	20	16.3

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	4.66	0.11	3.47	0.20
Expulsions	0.00	0.00	0.03	0.03	0.08	0.00

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

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

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

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

This safety plan includes the following:
* School Safety Team
* Annual Safety Goals
* Policies & Procedures
* Child Abuse Policy & Procedure
* Sexual Harassment Policy & Procedure
* Suspension and Expulsion / Due Process
* Dress and Groom Policy
* Employee Security Policy
* Emergency Disaster Procedures & Drills
* Drill Schedules & Report
* Emergency Contact Information
* Procedures for Ingress & Egress
* Emergency Evacuation: Principal's check list
* Emergency Evacuation: Teacher's checklist
* School Site Chain-of-Command Organization Chart
* School Site Evacuation Map
* Off Campus Evacuation Map
* Emergency/Crisis 1st Level Response Protocol

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

2018-19 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	25		4	
2	25		4	
3	26		4	
4	25		4	
5	23		4	
6	30		17	1

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	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	10,676	2,002	8,674	59,581
District	N/A	N/A	9,269	
Percent Difference - School Site and District	N/A	N/A	-6.6	0.0
State			8,444	
Percent Difference - School Site and State	N/A	N/A	2.7	N/A

2020-21 Types of Services Funded

At Caliber we provide a range of services to support student achievement. Students demonstrating academic need have an extended school day with targeted intervention instruction by the credentialed teaching team. Personalized, adaptive software serves to support students who need remediation. Daily targeted small group instruction led by teachers and instructional assistants ensures that students are exposed to relevant, data-driven content in a setting conducive to rapid growth. Academic support is included in the school sponsored after school program. A robust RTI program provides access to highly specialized interventions to general education students. Students experience a wide range of field trip and elective courses including overnight trips to places such a Yosemite, a band program, dance classes, and much more.

2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
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 on Project Based Learning
* Strategies and support for helping special populations, such as students with IEPs and English Learners, to achieve academically
* Using data to inform instruction
* Learning how to plan and teach in a personalized, blended learning environment
* Implementation of the robust Social Emotional Programming at Caliber

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

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