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Caliber: Beta Academy
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

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.

About This School

Contact Information (School Year 2017-18)

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. Ernest Peterson & Ms. Ashlee Guiterrez
E-mail Address	info@caliberbetaacademy.org
Web Site	www.caliberbetaacademy.org
CDS Code	07-10074-0129528

District Contact Information	
District Name	Caliber: Beta Academy
Phone Number	(510) 685-9886
Superintendent	Jennifer Moses, CEO, Caliber Schools
E-mail Address	info@caliberbetaacademy.org
Web Site	www.caliberbetaacademy.org

School Description and Mission Statement (School Year 2017-18)

Description: Caliber 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 790 K-8 students at our campus in Richmond, CA.

Mission: Our mission is to provide students with a challenging, engaging, and personalized education that equips them with the knowledge, character, and skills they will need to succeed in competitive colleges, careers, and communities. We believe every child can succeed in college and life if they are given the opportunity. Unfortunately, too many students never get this chance. The American education system is failing students in under-resourced communities. Students in many districts graduate high school without the essential skills or knowledge they need to succeed in college and beyond. In contrast, Caliber Schools provides a free, safe, personalized, high quality education that includes a robust academic program. We teach critical life skills such as conflict resolution and goal setting. All Caliber students participate in our daily coding, robotics, and engineering program, as well as a rigorous writing program. We prepare all of our students to graduate from a four-year college without remediation.

We achieve this mission through 9 core components of our educational model:
- Personalized learning
- Project-based science and social studies
- Blended English and Math
- Collaboration in grade teams
- Emotional intelligence
- Daily writing
- Enrichment
- Computer coding and computational thinking

Read more about each of these here: http://www.caliberschools.org/how-were-different.html

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	91
Grade 1	92
Grade 2	92
Grade 3	92
Grade 4	94
Grade 5	92
Grade 6	43
Grade 7	83
Grade 8	76
Total Enrollment	755

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	11.9
American Indian or Alaska Native	0
Asian	2.1
Filipino	1.2
Hispanic or Latino	79.3
Native Hawaiian or Pacific Islander	0.4
White	2.6
Two or More Races	0.8
Socioeconomically Disadvantaged	87.8
English Learners	35.9
Students with Disabilities	10.6
Foster Youth	0.7

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.

Teacher Credentials

Teachers	School			District
	2015-16	**2016-17**	**2017-18**	**2017-18**
With Full Credential	29	24	36	36
Without Full Credential	4	3	12	12
Teaching Outside Subject Area of Competence (with full credential)	0	3	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	4	3	1
Vacant Teacher Positions	2	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December 2016

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	i-Ready ThinkCerca Newsela Units of Study in Opinion, Information, and Narrative Writing Reading A-Z Razz Kids Novel Units by grade Scholastic Leveled Readers Leveled Literacy Intervention (LLI)	Yes	0.0
Mathematics	i-Ready Zearn Ten Marks Khan Academy Zeal Dreambox Plickers	Yes	0.0
Science	FOSS kits Mystery Science	Yes	0.0
History-Social Science	DBQs	Yes	0.0
Health	Planned parenthood partnership		0.0
Visual and Performing Arts	Art in Action	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 facility. Personnel at the District are aware of the issues identified from the September 2015 FIT survey noted below, and are developing a plan for addressing them.

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.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		The September 2015 FIT survey noted that the A/C is not working in a number of portables. WCCUSD is aware of the issue and is in the process of making repairs.
Interior: Interior Surfaces	X			No actions noted on FIT survey.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No actions noted on FIT survey.
Electrical: Electrical		X		The September 2015 FIT survey noted that the school bell system had been intentionally disconnected.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			The September 2015 FIT survey noted that one toilet overflows.
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 September 2015 FIT survey noted that holes were missing on the playground for tetherball poles. The poles have since been installed.

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: September 30, 2015

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 30, 2015			
	Exemplary	Good	Fair	Poor
Overall Rating		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, which 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); and

- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	33	39	46	49	48	48
Mathematics (grades 3-8 and 11)	27	26	32	30	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	466	457	98.07	39.39
Male	244	239	97.95	35.56
Female	222	218	98.2	43.58
Black or African American	45	44	97.78	31.82
Asian	12	12	100	66.67
Filipino	--	--	--	--
Hispanic or Latino	385	381	98.96	38.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	9	75	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	413	406	98.31	37.93
English Learners	307	307	100	34.85
Students with Disabilities	55	50	90.91	18
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	466	454	97.42	25.83
Male	244	237	97.13	27.97
Female	222	217	97.75	23.5
Black or African American	45	42	93.33	19.05
Asian	12	12	100	25
Filipino	--	--	--	--
Hispanic or Latino	385	380	98.7	25.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	9	75	55.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	413	404	97.82	24.81
English Learners	307	306	99.67	23.2
Students with Disabilities	55	49	89.09	14.58
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)						

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	3.5	6.3	4.5	4.7	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Caliber: Beta Academy maintains a school and student safety plan and has trained school staff and students on the safety procedures outlined in the plan.

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
- Campus Visitor 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

Caliber: Beta Academy also abides by WCCUSD policies relating to Maintenance and Operations Services.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	83			1	95			1	91			1
1	59			1	93			1	92			1
2	58			1	91			1	92			1
3	50			1	94			1	92			1
4					47	1		1	94			1
6	46			1	61			1	43			1
Other									92			1

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	1	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	3	N/A
Other	1	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	11,240	3,398	7,842	55,211
District	N/A	N/A	7,842	
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$6,574	
Percent Difference: School Site and State	N/A	N/A	19.3	N/A

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

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.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

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		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

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