



Division of Charter School Oversight

Staff Report for the Caliber: Beta Academy Charter Renewal

September 29th, 2026

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BACKGROUND

Charter History and Current Information

Caliber: Beta Academy (“CBA”) is a start-up, direct-funded charter school that began serving students in 2014. Located in San Pablo, California, within the boundaries of West Contra Costa Unified School District, CBA was originally authorized by the Contra Costa County Board of Education (“CCCBOE”) on appeal after being denied by the District. CBA has been in continuous operation since opening and was reauthorized by the CCCBOE in 2018. The current and second CBA charter term was initially for a five-year period but was extended for three additional years due to post-pandemic legislative action (AB 130 and SB 114) and will conclude on June 30th, 2027.

CBA serves approximately 970 students from grade TK to grade 8 and employs a team of approximately 100 adults. The charter is governed and operated by a Charter Management Organization called Caliber Public Schools (“CPS”) with one other charter school in their network. The CPS non-profit Board is currently comprised of six trustees with diverse backgrounds. CBA operates as a “lower campus” (grades TK-4) and an “upper campus” (grades 5-8) in contiguous buildings of an owned facility purchased and renovated during the last charter term. The CBA mission is “is to achieve educational equity by shifting the experiences, expectations and outcomes for students in historically underserved communities.”

The CBA Petitioners submitted a complete charter renewal petition to the Contra Costa County Office of Education (“CCCOE”) on July 20th, 2026. Pursuant to the petition review timeline requirements stipulated in Education Code, the following schedule has been implemented by Staff:

- CBA Charter Renewal Petition Submitted – July 20, 2026
- CCCBOE Public Hearing – September 16, 2026
- CCCOE Staff Report Publication – September 29, 2026
- CCCBOE Decision Meeting – October 14, 2026

Legal Standards

The CCCOE implements a rigorous and objective vetting process reflective of the California Education Code when conducting the review of a charter petition for renewal. The CCCOE is also guided by criteria developed by the California State Board of Education (“SBE”) and codified in Title 5 of the California Code of Regulations (“CCR”). The CCCOE considers whether granting a petition is consistent with sound educational practice, and whether evidence exists to support any of the acceptable grounds upon which a charter petition may be denied under Education Code.

Education Code Section 47601 (all references herein are to the California Education Code, unless otherwise indicated) states that it is the intent of the Charter Schools Act to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure in order to:

- 1) Improve pupil learning;

- 2) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving;
- 3) Encourage the use of different and innovative teaching methods;
- 4) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the schoolsite;
- 5) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
- 6) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems; and
- 7) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Therefore, pursuant to Education Code 47605(c), a petition for the renewal of a charter school shall not be denied unless written factual findings are made, specific to the particular petition, setting forth facts to support one or more of the following findings:

- 1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school
- 2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition
- 3) The petition does not contain the number of signatures required by Section 47605(a) [Not applicable to renewals]
- 4) The petition does not contain an affirmation of each of the conditions described in subdivision Section 47605(e)
- 5) The petition does not contain reasonably comprehensive descriptions of all fifteen (15) elements specified in Section 47605(c)(5)
- 6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school
- 7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate [Not applicable to renewals]
- 8) The school district is not positioned to absorb the fiscal impact of the proposed charter school [Not applicable to renewals]

CHARTER ANALYSIS

Charter Term Performance

Does the petition provide sufficient evidence of schoolwide and subgroup performance to satisfy the renewal criteria in Education Code Section 47607.2?

California Education Code Section 47607.2 provides the performance criteria applicable to renewal petitions. The criteria are divided into performance categories established by the California Department of Education (“CDE”). As interpreted by the CDE, the Charter Schools Act requires categorizing charter school performance into one of the following categories:

- 1) High: A charter school in this category is eligible for a five, six, or seven-year renewal term.
- 2) Middle: A charter school in this category may be renewed for a five-year term.
- 3) Low: A charter school in this category may be renewed for a two-year term only if it meets the conditions under Education Code Section 47607.2(a)(4).

According to the data provided by CDE and the Petition, CBA qualifies for the “middle performing” category. Pursuant to Education Code Section 47607.2, renewal petition review for such schools requires consideration of “the schoolwide performance and performance of all subgroups[...] on the state indicators included in the evaluation rubrics” in addition to “the performance of the charter school on the local indicators included in the evaluation rubrics.” The chartering authority is also required to “provide greater weight to performance on measurements of academic performance.” “Measurements of academic performance” are defined as “indicators included in the evaluation rubrics adopted pursuant to Education Code Section 52064.5 that are based on statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.”

In addition to these indicators, reviewing a renewal petition also requires clear and convincing evidence, using “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced” (what the State Board of Education has deemed “verified data”) showing either:

- 1) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.
- 2) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

In addition to the grounds for denial described in Education Code Section 47605, a renewal petition may be denied only with written factual findings with specific facts detailing that:

- 1) The school failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school;
- 2) Closure is in the best interest of pupils; and
- 3) That the decision provided greater weight to performance on measurements of academic performance.

The table below provides a summary of CBA 2023, 2024, and 2025 California School Dashboard Performance on the academic indicators compared to that of the State of California.

Data provided includes both schoolwide performance and all numerically significant student groups. Local educational agencies and schools traditionally receive one of five color-coded performance levels on the state indicators which represents a measurement of both status and change. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red. Performance levels are reported for all students and any student group that has at least 30 students in both the current and prior year (i.e. “numerically significant”). An exception is for foster and homeless youth as well as Long-Term English Learners at the local educational agency level where performance levels are reported if there are at least 15 students in those student groups. Data is reported without a performance level if there are between 11 and 29 students and data is omitted entirely if there are less than 11 students. The Science Indicator will have status, change, and be reported with colors on the 2025 Dashboard for the first time. The College/Career Indicator is not included as it is only applicable for high schools. Any cells below that show “---” are meant to indicate that data is not available due to one or more of the above factors.

	2023 ELA	2024 ELA	2025 ELA
CBA	-38.4	-29.8	--27.8
State	-13.6	-13.2	-8.1
CBA (AS)	-30.2 (<30 students)	-5.5	+7.7
State (AS)	+61.8	+60.7	+61.9
CBA (AA)	-41.5	-50.7	-60.9
State (AA)	-59.6	-58.9	-51.3
CBA (HI)	-41.8	-28.2	-27.0
State (HI)	-40.2	-39.3	-33.7
CBA (SED)	-46.5	-38.8	-36.0
State (SED)	-42.6	-40.9	-35.3
CBA (SWD)	-117.4	-113.9	-114.2
State (SWD)	-96.3	-95.6	-89.4
CBA (EL)	-74.1	-51.8	-48.1
State (EL)	-67.7	-67.6	-59.9
	2023 Math	2024 Math	2025 Math
CBA	-69.2	-61.4	-58.5
State	-49.1	-47.6	-42.4
CBA (AS)	-47.9 (<30 students)	-19.3	-24.9
State (AS)	+50.8	+49.5	+51.9
CBA (AA)	-95.6	-81.7	-86.7
State (AA)	-104.5	-102.2	-95.8
CBA (HI)	-69.2	-62.4	-59.6
State (HI)	-80.8	-79.2	-73.6
CBA (SED)	-77.0	-70.2	-63.4
State (SED)	-80.8	-78.2	-72.9
CBA (SWD)	-147.7	-144.4	-142.5
State (SWD)	-127.3	-124.3	-120.7
CBA (EL)	-92.2	-76.9	-77.0
State (EL)	-93.4	-93.4	-86.1

	2023 Science	2024 Science	2025 Science
CBA	---	52.3 sp	56.3 sp
State	---	51.1 sp	52.6 sp
CBA (AS)	---	59.1 sp	59.7 sp
State (AS)	---	66.7 sp	67.0 sp
CBA (AA)	---	49.1 sp	50.0 sp
State (AA)	---	41.5 sp	43.4 sp
CBA (HI)	---	52.6 sp	57.3 sp
State (HI)	---	45.4 sp	47.1 sp
CBA (SED)	---	51.8 sp	54.4 sp
State (SED)	---	45.6 sp	47.1 sp
CBA (SWD)	---	30.5 sp	36.1 sp
State (SWD)	---	36.8 sp	38.3 sp
CBA (EL)	---	49.8 sp	52.2 sp
State (EL)	---	39.0 sp	41.1 sp
	2023 ELPI	2024 ELPI	2025 ELPI
CBA	46.9%	44.5%	64.7%
State	48.7%	45.7%	46.4%

(AS) Asian, (AA) African American, (HI) Hispanic, (SED) Socioeconomically Disadvantaged, (SWD) Students with Disabilities, (EL) English Learners

Student performance in ELA and Math is measured as a distance from standard (“DFS”) number; a negative number being below standard and a positive being above. The CBA schoolwide ELA performance has been below the State over the last three years. While the most recent performance level is at orange (below the State at yellow), the three-year data set shows a positive trajectory with annual increases. In math, schoolwide CBA performance shows a very similar picture; annual levels below the State but trending in a positive direction. Like in ELA, the change from 2024 to 2025, while a nominal increase, was not substantial enough to maintain the same performance level, thus the orange designation. When considering the numerically significant student groups at CBA, there is an inconsistent picture of performance. In ELA, Hispanic and English Learner student groups outperformed the State on a DFS basis (earning them orange and yellow performance levels respectively in 2025), with all other student groups performing lower than the State as reflected in both DFS and performance level; the most concerning being African American students who saw a 19.4 point decline in performance between 2023 and 2025. However in math, CBA outperformed the State, on a DFS basis, in a majority of student groups; the exception being Asian students and students with disabilities (the latter being the only student group to earn a performance level of red in both math and ELA in 2025). Most student groups show an overall positive trend in performance on ELA and math over the span of the years of assessment, apart from African American students who are significantly dissimilar to the other student groups in this regard.

Student Performance in science is measured in “Science Points” which translate the science assessment scales to a range from zero, as the lowest possible score, to 100 points as the highest possible score. The 2025 Dashboard marks the first year that the science indicator is included as an academic indicator for purposes of charter performance assessment. CBA outperformed the State on a schoolwide basis and in the majority of student groups in both 2024 and 2025. Additionally and importantly, CBA has demonstrated growth across the board between these two years.

The English Learner Progress Indicator (“ELPI”) shows the annual percentage of English Learner students making progress towards English language proficiency or maintaining the highest level. CBA and State performance were very similar in 2023 and 2024, CBA being slightly behind the State and earning orange

performance levels in both years. In 2025, CBA had a large performance improvement, moving nearly 20 percentage points above the State and earning a blue performance designation for this most recent year.

In addition to the academic indicators on the CA School Dashboard, CBA has provided academic performance data for reading and math using two verified data sources: Curriculum Associates' iReady Assessment for grades K through 8 in both reading and math as well as University of Oregon's Dynamic Indicators of Basic Early Literacy Skills ("DIBELS") for grades TK-2, administered through mCLASS by Amplify. In considering the iReady data, the State Board of Education has published guidance to assist in objective authorizer interpretation, citing that with iReady "the expectation is that the aggregation of students would have a median percent progress toward typical growth of 100 percent or greater to show that students have, on average, experienced a full year's worth of typical growth." CBA does share additional guidance from the assessment publisher that set "median progress to typical growth targets to identify schools as having met California charter school growth expectations" at lower levels, suggesting that this "is a more advanced approach to evaluating growth than in previous years due to the new inclusion of measurement error in the calculated growth expectations" (see corresponding appendix in CBA petition). CBA presents data for all students K-8 as well as several numerically significant student groups. The tables on pages 28 through 31 of the Petition point to convincing evidence that CBA students are making significant progress year over year (the tables provide both aggregate and disaggregated data for 2023, 2024, and 2025). The singular student group who very narrowly missed the target cutpoint was K-5 students with disabilities on the math assessment in 2025. A similar picture of student progress is presented with the DIBELS data, exclusively administered to K-2 Caliber students. The table on page 32 of the Petition showcases a majority of students at Caliber making average or better annual progress based on this early literacy measurement. As a reminder, it is important to evaluate median percent progress data while remembering that it represents schoolwide average growth. This of course means that some share of students made less than one year of growth while others made more.

Finally, it should be noted that the California Department of Education stipulates in posted guidance for analyzing verified data that participation rates are to be at least 95% to be eligible for inclusion. CBA has provided backup data to confirm that they have consistently been above 95% participation for the iReady assessments. As for DIBELS, CBA narrowly missed their participation target for some student groups in the 2024 administration, but have been at or above 95% in the subsequent years. Staff performed significant analysis to verify that CBA reported numbers are accurate and illustrative of charter performance.

See Appendix C for more detailed verified data information.

Based on the information provided in the Petition and confirmed using the CDE's Dashboard as well as a review of the verified data submitted by the Charter, Staff finds that CBA has provided sufficient evidence to satisfy the renewal criteria for a middle performing charter school and as such is eligible for a 5-year term. As noted in the introduction to this section, Education Code 47607.2(b)(2) specifically directs the chartering authority to provide "greater weight to performance on measurements of academic performance" when considering a charter renewal. Given CBA's record of academic performance, Staff concludes that there is clear and convincing evidence that the school has achieved measurable increases in academic achievement for CBA students. Furthermore, pursuant to Education Code 47607.2(b)(6), Staff does not find sufficient evidence to support a conclusion that "closure of the charter school is in the best interest of pupils."

Does the charter have any substantial and concerning fiscal, governance, or access factors?

CCCOE has no record of verified complaints from the CBA community with regard to discriminatory or exclusionary admissions or enrollment practices. In addition, CCCOE has not issued CBA any Notices of Concern or Notices of Violation during the current charter term. Finally, CBA has historically provided unmodified audit reports, with four of the six previous years being completely clean. The 2021-2022 and 2022-2023 audits did have findings related to independent study and after school programming compliance, however the fiscal impacts were nominal and the errors were easily remedied. Therefore, Staff concludes there is no evidence to support a finding that the charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend pursuant to Education Code Section 47607(e).

Charter Petition Review

Does the petition present an unsound educational program for the pupils to be enrolled in the charter school?

Under Education Code Section 47605 and 5 CCR § 11967.5.1(b), a charter petition shall be considered unsound if it is either of the following:

- 1) A program that involves activities the county determines will present the likelihood of physical, educational, or psychological harm to the affected students.
- 2) A program the county determines will not likely be of educational benefit to the pupils who attend.

The CBA Petition describes their implemented educational program in detail. CCCOE staff has assessed the curricular choices and instructional strategies of the charter and finds them to be based in sound educational practice with evidence to suggest that students are receiving a meaningful benefit. Over the course of the previous charter term, Staff has conducted multiple site visits (1-3 times each year) to the CBA campus during which they met with leadership and other CBA community members, observed instruction in classrooms, and inspected the facility. There is no evidence that suggests CBA's program would present a likelihood of physical, educational, or psychological harm to students.

Based on the information provided, Staff finds that the Petition is consistent with a sound educational program.

Are the petitioners demonstrably unlikely to successfully implement their program?

Per Education Code Section 47605 and 5 CCR § 11967.5.1(c), SBE takes the following factors into consideration in determining whether petitioners are "demonstrably unlikely to successfully implement the program set forth in the petition:"

- 1) If the petitioners have a history of involvement in charter schools or other educational agencies, the history is one that is regarded as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners' control.

- 2) The petitioners are unfamiliar with the content of the petition or the requirements of law that would apply to the proposed charter school.
- 3) The petitioners have presented an unrealistic financial and operational plan for the proposed charter school.
- 4) The petitioners personally lack the necessary background in the following areas critical to the charter school's success, and the petitioners do not have a plan to secure the services of individuals who have the necessary background in curriculum, instruction, assessment, and finance and business management.

CPS has been managing the charter schools in their CMO for twelve years and CBA has been in continual and successful operation since its founding. The proposed CBA renewal petition is comprehensive in demonstrating CBA's level of stability and capacity; which includes a holistic budget, financial plan with required reporting schedule, a detailed Local Control and Accountability Plan, and other necessary reports, records, and systems.

Therefore, staff concludes there is insufficient evidence to deny the petition based upon a finding that the Petitioners are demonstrably unlikely to successfully implement their program.

Does the charter petition include all required affirmations?

For purposes of Education Code Section 47605, a charter petition may be denied if it does not contain an affirmation of each of the conditions described in Section 47605(e). The SBE regulations at 5 CCR § 11967.5.1(e) provide that each affirmation should be clear and unequivocal.

CBA has included all required affirmations in its "Affirmations and Declaration" section beginning on Page 2.

Admission preferences and associated affirmations are provided in Element H of the Petition and conform to legal requirements. The proposed CBA admission preferences are as follows:

- 1) Siblings of students admitted to or attending a Caliber school
- 2) Children of Caliber teachers, staff, Caliber board members
- 3) Children who are residents of the District and eligible to receive free or reduced-price meals ("FRPM") (as determined by federal guidelines)
- 4) Residents of the District
- 5) Students who are currently enrolled in or who reside in the elementary school attendance area of the local public elementary school where the Charter School is located
- 6) All other applicants

Education Code Section 47605(e)(2)(b)(i) stipulates that the authorizing Board must approve all charter enrollment preferences at a public meeting and that the preferences cannot result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged. Staff sees no evidence to suggest that the CBA enrollment preferences would result in any such limitations. Consideration of each of the enumerated preferences shall be deemed a part of the public hearing for the CBA renewal and incorporated into the final decision on the Petition.

Does the charter petition include reasonably comprehensive descriptions of the 15 Elements identified in Education Code Section 47605(c)(5)?

Under Education Code Section 47605(c)(5), the Board may deny a petition if it fails to contain reasonably comprehensive descriptions of any of the fifteen different elements specified in the statute as listed below:

- A. Description of Vision, Mission and Educational Program
- B. Measurable Student Outcomes
- C. Student Progress Measurement
- D. Governance Structure
- E. Employee Qualifications
- F. Health and Safety Procedures
- G. Racial and Ethnic Balance
- H. Admissions Policies and Procedures, If Applicable
- I. Annual Independent Financial Audits*
- J. Suspension and Expulsion Procedures
- K. Staff Retirement System
- L. Public School Attendance Alternatives
- M. Post-employment Rights of Employees
- N. Dispute Resolution Procedures
- O. Closure Procedures

*AB 126, signed into law on July 7, 2026, eliminated Element I – Annual Independent Financial Audits – from the requirements of a complete charter petition. Given the proximity of the CBA charter completion and submission to the updated guidance in this new legislation, the petitioners chose to leave in the formerly required element. The inclusion of this element is acceptable and does not conflict with the law’s audit requirements for charter schools, which have been updated and codified in subdivision (m) of Education Code 47605.

Education Code further elaborates on the specific information that must be included in each of the required elements as well as additionally required supplemental criteria to be deemed complete and compliant. CCCOE Staff uses the FCMAT (Fiscal Crisis and Management Assistance Team) Charter Petition Evaluation Matrix to facilitate the review and analysis of submitted petitions. In order for petition content to meet the evaluation standard, the document must demonstrate solid preparation and grasp of key issues that indicate a reasonably comprehensive description, while also providing many characteristics of concise, specific, and accurate information.

Upon receipt of the CBA Charter Petition, the CCCOE convened a Petition Review Team and commenced with the review process to determine if the Petitioners met the requirements set forth in Education Code and any other applicable law. The CCCOE Petition Review Team consists of experts from various departments to ensure the review is informed and objective.

As indicated in the completed and attached FCMAT Charter Petition Evaluation Matrix (see Appendix A), Staff has concluded that the Petition contains all legally required content with appropriate detail, context, and explanation. Any errata identified were of inconsequential scope, clerical error, or clarified through questions to the Petitioners (see Appendix B and C).

Does the charter petition declare that CBA will be the exclusive public school employer?

Pursuant to Education Code Section 47605(c)(6), a petition may be denied if it fails to contain a declaration of whether or not the charter school will be the exclusive public school employer for the purposes of the Education Employment Relations Act.

Under its Affirmations and Declaration section, on Page 2, CBA affirms that it will be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act.

STAFF RECOMMENDATIONS

Findings of Fact

The grounds for petition denial as enumerated in the Charter School's Act are exclusive (*United Teachers of Los Angeles v. Los Angeles Unified School District* (2012) 54 Cal. 4th 504, 524.). Therefore, unless sufficient evidence exists to support one of these findings, a charter petition should be approved.

Based on the information provided by CBA, Staff concludes there is insufficient evidence to support a finding for denial based on any of the enumerated grounds in Education Code.

Additional Comments

Other CA School Dashboard Indicators

While Education Code guides the chartering authority to focus on measurements of academic performance for purposes of renewal, it is still important to review the additional indicators on the CA School Dashboard. For CBA this would be the Chronic Absenteeism Rate and the Suspension Rate.

	2023 Chronic Abs.	2024 Chronic Abs.	2025 Chronic Abs.
CBA	35.6%	22.1%	14.5%
State	24.3%	18.6%	17.1%
	2023 Suspension	2024 Suspension	2025 Suspension
CBA	0.9%	2.1%	1.3%
State	3.5%	3.2%	2.9%

CBA has seen marked improvement when measuring Chronic Absenteeism on a schoolwide basis over the last three years. While, like nearly all LEA's, they experienced higher levels of absenteeism post-pandemic, their numbers have trended downward at a significant rate, finding them lower than the State in 2025. Overall their performance level colors match the State with yellow.

CBA's schoolwide suspension rate has historically been lower than the State. While their rate ticked up in 2024, earning them orange for the year based on the negative change, it was still a relatively low percentage and quickly rebounded in 2025 earning them a green for the most recent year.

Finally, all local indicators were reported as "standard met" for all Dashboard years during the charter term.

Changes to CBA Petition

The CBA Petition contains appropriate and necessary updates as required by law and to reflect the current CBA program. Staff does not believe any of the noted changes to be material to the Petition.

Recommended Board Action

Staff finds that the Caliber: Beta Academy Charter Renewal Petition ultimately meets all applicable legal requirements and thereby recommends that the Board approve the Petition.

If the Board chooses to approve the Petition, it should do so with the condition that CBA enters into a Memorandum of Understanding with the Contra Costa County Board of Education.

If the Board chooses to deny the Petition, then the Board must also make written findings supporting its decision which are specific to the Petition, and which are grounded in one of the permissible reasons for denial discussed above in this Staff Report.

APPENDIX A

Charter Petition Evaluation Matrix

FCMAT



FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

Foreword

This document was originally created in partnership with and with the support of the former Charter Accountability and Resource Support Network (CARSNet) advisory board. The goal of this project was to create a unique, legally compliant evaluation tool that can be used by school districts and county offices uniformly across the state of California.

This update includes revised information based on new legislation. FCMAT acknowledges the many people who have taken part in creating this tool. Their time, dedication and shared expertise have been invaluable. It is our hope that as you use this tool you will continue to find it a helpful guide in your charter authorizing practice.

FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

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I. Introduction: Reviewing Charter School Petitions

Guiding Principles

The Charter School Petition Evaluation Matrix was developed to align with the Education Code (EC), state regulations and other pertinent laws required for reviewing charter school petitions. The purpose of the document is to help guide the reviewer through the charter school petition review process, helping to identify strengths and weaknesses of a charter school petition. Elements of a countywide charter (EC 47605.6) petition are organized in a different manner, but the same criteria apply; therefore, you can use this same document to review a countywide charter school petition.

State Guidance

The California Code of Regulations, Title 5, Section 11967.5 provides the following guidance for reviewing a charter petition:

The criteria are intended to require no charter provisions in excess of those that the State Board of Education believes necessary to determine whether each element specified in Education Code section 47605(c) has been satisfactorily addressed. Where the criteria call for judgments to be made, the judgments will be made in such a manner as to be reasonable, rational, and fair to the petitioners and other parties potentially affected by the chartering of the school by the State Board of Education.

The California Code of Regulations (CCR), Title 5, Section 11967.5.1(g) states that a “reasonably comprehensive” description shall include, but not be limited to, information that:

- (1) Is substantive and is not, for example, a listing of topics with little elaboration.
- (2) For elements that have multiple aspects, addresses essentially all aspects of the elements, not just selected aspects.
- (3) Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.
- (4) Describes, as applicable among the different elements, how the charter school will:
 - (A) Improve pupil learning.
 - (B) Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.
 - (C) Provide parents, guardians, and pupils with expanded educational opportunities.
 - (D) Hold itself accountable for measurable, performance-based pupil outcomes.
 - (E) Provide vigorous competition with other public-school options available to parents, guardians, and students.

Instructions To Charter School Petition Review Team / Evaluation Rubric

- 1. Identify your team**, if applicable. Determine who will be responsible for reviewing which sections of the charter petition document. Record team members' names on the Petition Review Team page to help track responsibilities.
- 2. Rate the charter school petition** in the various petition elements and supplemental sections of the evaluation matrix.
 - Mark either "met" or "not met" in the "Evaluation Standard Met" column for each specific criteria. Criteria in **RED** indicate descriptions that are required by law to be included in the charter petition. Criteria in **BLACK** are descriptions that are strongly suggested to be included to ensure that the charter petition is reasonably comprehensive.
 - Use the state guidance and rating definitions below to guide your assessment.
 - At the end of each section, elaborate in the comment section on the areas you rated as "not met."
- 3. Analyze the results.** At the end of this process, you will be able to determine whether the petition is reasonably comprehensive or if there are any identified findings of fact. This tool should be used as part of your final analysis and report to the district governing board.

Evaluation Standard Met	The charter petition demonstrates solid preparation and grasp of key issues that indicate a reasonably comprehensive description. Overall, the charter petition contains many characteristics of concise, specific and accurate information. The standard may be met if the charter petition requires additional elaboration that is not substantive in nature.
Evaluation Standard Not Met	The charter petition addresses some of the criteria but lacks meaningful detail. The description lacks important or key additional information needed to be reasonably comprehensive. It demonstrates lack of preparation, is unclear, uses generic information, or otherwise raises substantial concerns about the petitioner's understanding of the criteria. Additional substantive information is required to determine the charter petitioner's ability to implement or meet the requirement in practice.

The Petition Review Team

Identify your team and which members will be responsible for reviewing which sections of the charter school petition.

Area of Review (EC 47605(c))	Department Responsible	Name of Reviewer
A. Education Program	Educational Services	Kristy Warren, Lilia Tsui
B. Measurable Student Outcomes	Educational Services	Mimi Quan
C. Student Progress Measurement	Educational Services	Mimi Quan
D. Governance Structure	Educational Services	Neil McChesney
E. Employee Qualifications	Human Resources	Kandi Hayes, Mere Parkhurst

F. Health and Safety	General Services	Bruce Burns
G. Racial, Ethnic, Special Education and English Language Learner Balance	Educational Services	Neil McChesney
H. Admissions Policies and Procedures	Educational Services	Neil McChesney
I. Annual Financial Audits	Business Services	Andrea Arnold, Heidi Andrews
J. Suspension and Expulsion	Educational Services	Neil McChesney
K. Staff Retirement System	Human Resources	Kandi Hayes
L. Attendance Alternatives	Educational Services	Neil McChesney
M. Post-Employment Rights of Employees	Human Resources	Kandi Hayes
N. Dispute Resolution Process	Educational Services	Neil McChesney
O. Closure Procedures	Educational Services	Neil McChesney
Supplemental Criteria		
Areas of Review EC 47605(h), 47641(a), 47646	Department Responsible	Name of Reviewer
Financial/Administrative Plan	Business Services	Andrea Arnold, Heidi Andrews
Charter Management Organization (i.e., entities managing charter schools)	Educational Services	Neil McChesney
Facilities	General Services	Bruce Burns
Impact Statement	Educational Services	Neil McChesney
Community Impact	Educational Services	Neil McChesney
Special Education	Student Programs	Tom Scruggs
Required Declarations and Affirmations	Educational Services	Neil McChesney
Independent Study, if applicable	Educational Services	Neil McChesney
Alternative Charter Schools, if applicable	Educational Services	Neil McChesney

(apply district or county name or logo here)

II. Petitioner Certification

(must be completed and signed by petitioner)

Instructions to Lead Petitioner

1. Complete and review the Cover/Intake and Petitioner Certification forms
2. Insert the petition page numbers in the far right column (titled "Located on Page(s)") of the 15 Element and Supplemental Criteria sections of the evaluation matrix.
3. Complete, sign and submit this Petitioner Certification page and forms with the charter petition.

Education Code Section 47605(a)(1): A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district if each location is identified in the charter school petition. The petition may be submitted to the governing board of the school district for review after either of the following conditions is met:

- (A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the charter school for its first year of operation.
- (B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the charter school during its first year of operation.

Yes

No

N/A

Education Code Section 47605(b): A petition is deemed received by the governing board of the school district for purposes of commencing the timelines described in this subdivision on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete.

Certified Signature of Petitioner

I hereby certify under the laws of the state of California and the United States that the foregoing petition and cover page(s) are deemed complete, true and correct. I understand and acknowledge that failure to provide accurate or complete information may subject the charter to revocation if it is later discovered and is material to compliance with the Charter Schools Act.

Caliber
name of lead petitioner

[Signature]
signature of lead petitioner

7/20/26
date

Acceptance by District/COE

Nesl McChesney
name of district personnel receiving petition

[Signature]
signature of district personnel receiving petition

7/20/26
date received

Petition Appeal Consideration and Acceptance {EC 47605(k)(1)(A)}*(COE Office Use Only)*

	Yes	No	N/A
Petitioner submitted the charter school petition appeal to the county board of education within 30 days of denial by the governing board of the school district as required by law.	☐	☐	☒
The charter school petition appeal includes new information or changes to the original petition that was submitted to the district.	☐	☐	☒
<i>If yes, the petition will be remanded to the district immediately.</i>			
This is a resubmission of the charter school's petition appeal. The school district governing board denied the petition after reconsideration of the petition's new or different material terms to its charter.	☐	☐	☒

(apply district or county name or logo here)

III. Intake Information / Cover Sheet

Petitioner Intake Information		Petition Review and Presentation Timelines (Authorizer Use Only)	
Name of Proposed Charter School	☐ Initial Petition ☐ Petition Appeal ☒ Renewal		
Caliber: Beta Academy	<i>District that Denied Petition (if on appeal):</i> n/a		
Name and Position of Lead Petitioner	Petition Submitted Date	Public Hearing	Decision by Board
Terence Johnson, CEO	7/20/26	(No later than 60 days after receiving the petition.)	(90 days from submission but may be extended 30 days if mutually agreed.)
Phone and Email		Date Due	Date Due
510-850-7329 terrence@caliberschools.org		9/18/26	10/18/26
Address	Was an Extension Requested?	Date Held	Date of Board Decision
3260 Blume Drive #120 Richmond, CA 94806	☐ Yes	9/16/26	10/14/26
Proposed Grade Span for First Year	☒ No		
TK-8			

Facility Information				
Have facilities been secured?	☒ Yes		☐ No	
	Street	City	State	Zip Code
Proposed Facility Address	2465 Dolan Way	San Pablo	CA	94806
Facilities being considered (include any Proposition 39 Facility Requests being proposed)				

Related Business Organizations and Other Corporate Affiliations

List all corporations or business entities related to the corporation proposed to operate the charter school and/or lead petitioner(s).

Explain whether, and to what extent, those other entities will participate in operating the charter school (use additional pages if necessary).

Related or Affiliated Entity Name and Contact Information	Services to be Provided, if any
Caliber Public Schools	Charter Management Services (CMO)

Affiliated Schools and Prior Charter School Experience

Any past or current operational charter schools affiliated with proposed charter school?	☒ Yes ☐ No
Name of affiliated school(s)	Caliber: ChangeMakers Academy
Mailing address	500 Oregon Street, Vallejo, CA 94590
Name of authorizing agency and contact name	Vallejo City Unified
Authorizing agency contact phone and email	Charter Schools Office

Special Education - SELPA Information

Has charter school applied for or been approved as a local educational agency (LEA) member of a special education local plan area (SELPA)?	☒ Yes ☐ No
If yes, provide name of SELPA and contact name.	El Dorado County Charter SELPA Giniese Quan, Executive Director
If no, explain intent for special education compliance as a charter school in the charter petition (see Supplemental Criteria section of this evaluation matrix).	

IV. Required Petition Elements

The 15 Charter Elements

Criteria in **RED** indicate descriptions that are required under law to be included in the charter petition.

Criteria in **BLACK** are descriptions strongly suggested to be included to ensure that the charter petition is reasonably comprehensive.

A. Description of Vision, Mission and Educational Program			
Evaluation Criteria: EC 47605(c)(5)(A)	Evaluation Standard Met		Located on Page(s)
<i>THE PETITION DESCRIBES, AT MINIMUM</i>	YES	NO	
1. Targeted Student Populations and Community Need			
a. Students the charter school will try to educate and a demonstration of need for proposed educational program.	☒	☐	21-32
b. Grade levels and number of students the charter school plans to serve.	☒	☐	40-45
c. A clear, concise school mission and vision statement that aligns with the target population.	☒	☐	18-20
d. The needs and challenges of the student groups to be served.	☒	☐	21-32
2. Attendance (5 CCR 11960)			
a. School year/academic calendar, number of school days and instructional minutes (EC 47612.5(a)).	☒	☐	61-69
b. Attendance expectations and requirements, including enrollment projections.	☒	☐	40-45, 61
c. Master/daily schedule and proposed bell schedule.	☒	☐	63-69
3. What It Means to Be an Educated Person in the 21st Century (5 CCR 11967.5.1 (f)(B))			
a. Goals that are consistent with enabling all pupils to become or remain self-motivated, competent, lifelong learners.	☒	☐	18-20, 33
b. List of academic skills and qualities important for an educated person.	☒	☐	18-20, 33
c. List of general nonacademic skills and qualities important for an educated person.	☒	☐	18-20, 33

4. How Learning Best Occurs/Instructional Design, including subgroup program (CCR 11967.5.1. (f)(C))			
a. A framework for instructional design that is aligned with the needs of the students that the charter has identified as its target student population.	☒	☐	33-60
b. Description of learning setting (e.g., site-based matriculation, independent study, tech-based).	☒	☐	33-40
c. Instructional approaches and strategies school will use that will enable the school's students, including subgroup populations such as English language learners (ELL), to master the content standards for the core curriculum areas adopted by the State Board of Education.	☒	☐	46-60
d. Process for developing or adopting curriculum and teaching methods.	☒	☐	46-56
e. How the charter school will identify and meet the needs of students with disabilities, ELL students, students who are achieving substantially above or below grade level expectations, and other special student populations (EC 52052 (a)(2)). The description demonstrates understanding of the likely ELL population. Includes sound approach to identify and meet the needs of subgroup populations.	☒	☐	49-60, 73
f. Special education plan including, but not limited to, the means by which the charter school will comply with the provisions of EC Section 47641	☒	☐	94-98
g. A plan for professional development that aligns with the charter school's proposed program.	☒	☐	69-72
5. Materials, Including Technology			
a. How staff's and students' technology resources are aligned with the instructional program and meet state assessment requirements.	☒	☐	56-60
b. What materials are available to students; student-to-computer ratio appears reasonable.	☒	☐	46-60
c. A description or plan for providing adaptive technology for special education students.	☒	☐	56
d. Common Core technology standards, digital assessments, and professional learning.	☒	☐	56-60, 10
6. Annual Goals (EC 52064)			
a. Annual goals for all pupils and for each subgroup of pupils identified pursuant to EC Section 52052 that apply to the grade levels served.	☒	☐	106

b. Goals tied to state priorities listed in EC Section 52060(d) and LCAP, as appropriate. Additional priorities related to unique aspects of the proposed charter school program include goals and specific annual actions.	☒	☐	106
c. Specific annual actions designed to achieve the stated goals.	☒	☐	106
7. Description Requirements for Charter Schools Serving High School Students (EC 47605(b)(5)(A))			
a. How parents will be informed about the transferability of courses to other public high schools.	☐	☒	n/a
b. How parents will be informed about the eligibility of courses to meet college entrance requirements.	☐	☒	n/a
c. How each student will receive information on how to complete and submit the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application at least once before the student enters grade 12.	☐	☒	n/a
d. How the exit outcomes will align with mission, curriculum and assessments.	☐	☒	n/a
e. Affirmation that all students will have the opportunity to take courses that meet the University of California's A-G requirements.	☐	☒	n/a
f. Planned graduation requirements and Western Association of Schools and Colleges (WASC) accreditation are defined.	☐	☒	n/a
Comments by review team:			
B. Measurable Student Outcomes			
Evaluation Criteria: EC 47605(c)(5)(B)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	YES	NO	
1. Measurable pupil outcomes for all groups, i.e., specific assessment methods or tools listed for each exit outcome (EC 47607).	☒	☐	106
2. A description of how pupil outcomes align with the state priorities consistent with the Local Control and Accountability Plan (LCAP), as described in EC 52060(d), that apply for the grade levels served or the nature of the program.	☒	☐	106
3. Specific annual actions designed to achieve the stated goals.	☒	☐	106

4. Additional school priorities related to unique aspects of the proposed charter school program, with goals and specific annual actions.	☒	☐	106
5. Description of how pupil outcomes will address state content and performance standards in core academic areas.	☒	☐	105
6. Description of how exit outcomes align with the mission and instructional design of the program.	☒	☐	106
7. Description or affirmation that benchmark skills and specific classroom-level skills will be developed.	☒	☐	106
8. Schoolwide student performance goals students will achieve over a given period of time, including projected attendance levels, dropout percentage, and graduation rate goals.	☒	☐	106

Comments by review team:

C. Student Progress Measurement

Evaluation Criteria: EC 47605(c)(5)(C) <i>THE PETITION DESCRIBES, AT MINIMUM</i>	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. Assessment tools that include all required state and federal assessments (e.g., SBAC, ELPAC) for purposes of accountability.	☒	☐	108
2. At least one assessment method or tool listed for each of the exit assessments.	☒	☐	108-109
3. A variety of alternative assessment tools, including tools that use objective means of assessment consistent with the measurable pupil outcomes.	☒	☐	108-109
4. Chosen assessments are appropriate for standards and skills the charter school seeks to measure.	☒	☐	108-109
5. A plan for collecting, analyzing, using and reporting student and school performance to charter school staff and to students' parents and guardians, and for using the data continually to monitor and improve the charter school's educational program.	☒	☐	110-112

Comments by review team:

D. Governance Structure			
Evaluation Criteria: EC 47605(c)(5)(D)	Evaluation Standard Met		Located on
THE PETITION DESCRIBES, AT MINIMUM	YES	NO	Page(s)
1. Evidence of the charter school's incorporation as a nonprofit benefit corporation.	☒	☐	113
a. Provides the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school. (EC 47605(h)).	☒	☐	115
b. Includes a set of bylaws and basic policies.	☒	☐	113-116
2. Evidence that the organization and design of the governance structure reflect the following: A seriousness of purpose to ensure that the charter will become and remain a viable enterprise. Understanding and assurance of compliance with open meeting requirements (the Brown Act, Political Reform Act, Government Code 1090, and the Corporations Code, including the Nonprofit Integrity Act).	☒	☐	113-117
3. Key features of governing structure including, but not limited to, the following:	☒	☐	113-119
a. Delineation of roles and responsibilities of the governing board and staff.	☒	☐	115
b. A clear description of the flexibility and level of autonomy the charter school has from the charter management organization over budget, expenditures, personnel, and daily operations.	☒	☐	116-117
c. Size and composition of board, board committees and/or advisory councils.	☒	☐	114-116
d. Method for selecting initial board members and election or appointment of replacement board members.	☒	☐	114
4. A process for involvement or input of parents and guardians in the governance of the charter school, including the following:	☒	☐	116-119
a. A clear delineation of roles and responsibilities of parent councils, advisory committee and other supporting groups.	☒	☐	117-118
b. A description how it shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to or continuation at the charter school.	☒	☐	119

5. Specific policies and internal controls that will prevent fraud, embezzlement and conflict of interest, and that ensure the implementation and monitoring of those policies.	☒	☐	Appendix
6. A description and frequency of board trainings and workshops.	☒	☐	116
7. Other important legal or operational relationships between the charter school and granting agency.	☒	☐	116-117

Comments by review team:

E. Employee Qualifications

Evaluation Criteria: EC 47605(c)(5)(E)	Evaluation Standard Met		Located on Page(s)
	YES	NO	
THE PETITION DESCRIBES, AT MINIMUM			
1. Core and college preparatory teachers, and affirms all teachers will hold appropriate Commission on Teacher Credentialing certificates (EC 47605.4)	☒	☐	120
2. Those positions that the charter school regards as key and for which it specifies additional qualifications , responsibilities and accountability.	☒	☐	124-125
3. General qualifications for the various categories of employees (e.g., other administrative, instructional support, noninstructional support). These qualifications shall be sufficient to ensure the health and safety of the charter school's faculty, staff and students.	☒	☐	126-127
4. A clear plan for recruitment, selection, development and evaluation of staff and charter school leaders.	☒	☐	141-142
5. Roles and lines of authority for board and management positions.	☒	☐	115-117
6. Qualifications for non-core, non-college-prep teaching positions staffed by noncertified teachers.	☐	☒	N/A
7. Proposed teacher-to-student ratio.	☒	☐	69 , 124

Comments by review team:

No longer use non credentialed teachers to teach non-core classes.

F. Health and Safety Procedures

Evaluation Criteria: EC 47605(c)(5)(F)	Evaluation Standard Met		Located on Page(s)
	YES	NO	
THE PETITION DESCRIBES, AT MINIMUM			
1. A comprehensive charter school safety plan, and assurance that all charter school staff will be trained on this plan and that the plan will be updated annually.	☒	☐	137
2. Assurances that the charter school will require a criminal background clearance report and proof of tuberculosis examination prior to employment.	☒	☐	132
3. Assurances that the charter school will adopt procedures to prevent acts of bullying and cyberbullying, and make the California Department of Education (CDE) online training module available to all employees who interact with students.	☒	☐	136
4. Affirmation that charter schools with grades 7-12 will adopt a suicide prevention policy. Policy must be adopted in conjunction with a variety of stakeholders and must address the needs of specifically high-risk groups.	☒	☐	134
5. Health and safety practices for students and staff. Health and safety policies and practices should include, but not be limited to, the following: Mandated child abuse reporting. Natural disasters and emergencies, including seismic safety (structural integrity and earthquake preparedness). Required immunizations, vision, hearing and scoliosis health screenings, and administration of medications to the same extent as would apply if the students attended a noncharter public school. Staff training on emergency and first aid response (e.g., epi pen usage, defibrillator) Notification to students, parents and guardians on how to access student mental health services on campus and/or in the community Assurances that in grades 6-12, if applicable, the charter school identifies the most appropriate method of informing parents and guardians of human trafficking prevention resources.	☒	☐	133
a. references include health- and safety-related policies and procedures or the date by which they will be adopted and submitted to the authorizer.	☒	☐	133
6. Assurances regarding compliance with the Americans with Disabilities Act (ADA).	☒	☐	133

Comments by review team:

G. Racial and Ethnic Balance

Evaluation Criteria: EC 47605(c)(5)(G)	Evaluation Standard Met		Located on Page(s)
	YES	NO	
THE PETITION DESCRIBES, AT MINIMUM			
1. Specific practices and policies the charter school will design and implement to attract a diverse applicant pool and enrollment that reflects the general population, including special populations that reside within the district's territorial jurisdiction.	☒	☐	140-142
2. Practices and policies appear likely to achieve racial and ethnic balance.	☒	☐	140-142
3. The outreach strategies, which identify specifically who the targeted groups will be and include developed or planned benchmarks for achieving balance.	☒	☐	140-142
4. Types of supports that will be provided to maintain enrollment balance (e.g., counselors, support staff, medical-related staff).	☒	☐	140-142

Comments by review team:

H. Admissions Policies and Procedures, If Applicable

Evaluation Criteria: EC 47605(c)(5)(H)	Evaluation Standard Met		Located on Page(s)
	YES	NO	
THE PETITION DESCRIBES, AT MINIMUM			
1. The following assurances: The charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state.	☒	☐	144

2. A clear description of admission policies that meet the state and federal permissive preferences.	☒	☐	144
3. A clear description of how students in the community will be informed and given an equal opportunity to attend the charter school. All promotional material must clearly state the charter school will serve ALL students.	☒	☐	145
4. Proposed admissions and enrollment requirements, process and timeline, which include the following:	☒	☐	145-148
a. Information to be collected through the interest form, application form, and/or enrollment form.	☒	☐	146
b. Assurances that enrollment preferences will not require mandatory parent volunteer hours as a criteria for admission.	☒	☐	144
5. Description of the public random drawing processes that comply with state and federal laws.	☒	☐	145-147
6. Assurances that preferences, if given, are not likely to negatively impact the racial, ethnic and unduplicated pupil balance the charter school strives to reflect.	☒	☐	146

Comments by review team:

I. Annual Independent Financial Audits

Evaluation Criteria: EC 47605(c)(5)(I)	Evaluation Standard Met		Located on
<i>THE PETITION DESCRIBES, AT MINIMUM</i>	YES	NO	Page(s)
1. The manner in which the audit will be conducted.	☒	☐	153-154
2. Procedures to select and retain an independent auditor, including: Qualifications that will be used for the selection of an independent auditor, Assurance that the auditor will have experience in education finance.	☒	☐	153
3. Assurance that the annual audit will employ generally accepted accounting principles.	☒	☐	153
4. Scope and timing of audit, as well as distribution of completed audit to authorizer, county office, State Controller, California Department of Education, and/or other agencies required by law.	☒	☐	153

5. A process and timeline that the charter school will follow to address any audit findings and/or resolve audit exceptions.	☒	☐	154
6. Assurance that the charter school will satisfy any audit deficiencies to the satisfaction of the authorizer.	☒	☐	154
7. Who is responsible for contracting with and overseeing the independent audit.	☒	☐	153

Comments by review team:

J. Suspension and Expulsion Procedures

Evaluation Criteria: EC 47605(c)(5)(J)	Evaluation Standard Met		Located on Page(s)
	YES	NO	
THE PETITION DESCRIBES, AT MINIMUM			
1. A process for suspensions of fewer than 10 days, including the following:	☒	☐	159-160
a. Oral or written notice of the charges against the pupil.	☒	☐	159
b. If the pupil denies the charges, an explanation of the evidence that supports the charges.	☒	☐	159
c. How an opportunity will be provided for the pupil to present a rebuttal to the charges.	☒	☐	159
2. A process for suspensions of 10 days or more and all other expulsions for disciplinary reasons, including the following:	☒	☐	160-163
a. Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.	☒	☐	160
b. A process of hearing adjudicated by a neutral officer within a reasonable number of days, and to which the pupil has the right to bring legal counsel or an advocate.	☒	☐	160-161
3. A clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided with written notice, and that ensures the written notice shall be in the native language of the pupil or the pupil's parent or guardian.	☒	☐	153

4. Understanding of relevant laws protecting constitutional rights of students. Petitioner's understanding of relevant laws should indicate that their proposed lists of offenses and procedures provide adequate safety for pupils, staff and visitors to the school, and serve the best interests of the school's pupils and their parents and guardians.	☒	☐	152-158
a. Provides for due process for all students and demonstrates understanding of the rights of students with disabilities, in regard to suspension, expulsion and involuntary dismissal.	☒	☐	152, 164
b. Explanation of how authorizer may be involved in disciplinary matters.	☒	☐	162
Comments by review team:			
K. Staff Retirement System			
Evaluation Criteria: EC 47605(c)(5)(K)	Evaluation Standard Met		Located on
THE PETITION DESCRIBES, AT MINIMUM	YES	NO	Page(s)
1. A statement of what retirement options will be offered to employees	☒	☐	27
a. State Teachers' Retirement System (STRS) (if STRS, then all teachers must participate).	☐	☒	N/A
b. Public Employees' Retirement System (PERS).	☐	☒	N/A
c. Social Security.	☒	☐	167
2. Whether retirement will be offered, with language clearly reflecting one of the following choices for each retirement system: Coverage will be offered to eligible employees. The charter school retains the option to elect the coverage at a future date. The charter school will not offer coverage.	☒	☐	27
3. Who is responsible for ensuring that the appropriate arrangements for coverage have been made.	☒	☐	27

Comments by review team:

L. Public School Attendance Alternatives

Evaluation Criteria: EC 47605(c)(5)(L)	Evaluation Standard Met		Located on Page(s)
	YES	NO	
THE PETITION DESCRIBES, AT MINIMUM			
1. Attendance alternatives for students who reside within the county and choose not to attend the charter school.	☒	☐	168

Comments by review team:

M. Post-employment Rights of Employees

Evaluation Criteria: EC 47605(c)(5)(M)	Evaluation Standard Met		Located on Page(s)
	YES	NO	
THE PETITION DESCRIBES, AT MINIMUM			
1. School district employees' return to employment rights, including the following:	☒	☐	169
a. Whether, and how staff may resume employment within the district or authorizer.	☒	☐	169
b. The ability to transfer sick and/or vacation leave to and from the charter school and another LEA	☒	☐	169
c. Whether staff will continue to earn service credit (tenure) in district while employed at the charter.	☒	☐	169
2. Whether collective bargaining contracts of the charter authorizer will be controlling documents.	☐	☒	Not found

Comments by review team:

N. Dispute Resolution Procedures

Evaluation Criteria: EC 47605(c)(5)(N)	Evaluation Standard Met		Located on Page(s)
	YES	NO	
THE PETITION DESCRIBES, AT MINIMUM			
1. A process for the charter and the authorizer to settle disputes related to the provisions of the charter.	☒	☐	170
2. The process by which the charter will resolve internal complaints and disputes.	☒	☐	171
a. Includes Uniform Complaint procedures and a description of how this process is communicated to parents, staff and the community.	☒	☐	171
3. Acknowledgement that, except for disputes between the chartering authority and the charter school, all disputes involving the charter school shall be resolved by the charter school according to the charter school's own internal policies.	☒	☐	171
4. Statement that if any such dispute concerns facts or circumstances that may be cause for revocation of the charter, the authorizer shall not be obligated by the terms of the dispute resolution process as a precondition to revocation.	☒	☐	170

Comments by review team:

O. Closure Procedures

Evaluation Criteria: EC 47605(c)(5)(O)	Evaluation Standard Met		Located on Page(s)
	YES	NO	
THE PETITION DESCRIBES, AT MINIMUM			
1. The procedures to be used if the charter school closes, including the following:	☒	☐	172-173

a. Who is the responsible entity or person that will conduct closure-related activities.	⊙	○	172
b. How the charter will communicate the closure to students, parents and guardians, the authorizing entity, the county office of education, the charter's special education local plan area, the retirement systems in which the school's employees participate, and the California Department of Education.	⊙	○	172-173
c. Who will conduct the process for the completion and submission of final financial reports, expenditure reports for entitlement grants, and the filing of any required final expenditure and performance reports.	⊙	○	173
2. The maintenance plan for pupil records and the manner in which parents and guardians may obtain copies of pupil records if the charter school closes, including how information will be preserved and transferred.	⊙	○	172-173
3. A process for how the charter will ensure a final audit of the charter school.	⊙	○	173
a. An assurance the audit will be conducted within six months of closure.	⊙	○	173
b. The disposition of the charter school's assets.	⊙	○	173
c. Plans for disposing net assets including at least the following: The disposition of all assets of the charter, including cash and accounts receivable and an inventory of property, equipment and other items of material value. An accounting of all liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. An assessment of the disposition of any restricted funds received by or due to the charter. Process for the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.	⊙	○	173
4. The transfer and maintenance of personnel records in accordance with applicable law.	⊙	○	173
Comments by review team:			

V. Required Supplemental Criteria

Criteria in **RED** indicate descriptions that are required under law to be included in the charter petition.

Criteria in **BLACK** are strongly suggested to be included to ensure that the charter petition is reasonably comprehensive.

Financial and Administrative Plan			
Evaluation Criteria: EC.47605(h)	Evaluation Standard Met		Located on
<i>THE PETITION DESCRIBES, AT MINIMUM</i>	Yes	No	Page(s)
1. A first year operational budget:			
a. Annual revenues and expenditures clearly identified by source.	☒	☐	468-469
b. Revenue assumptions in alignment with applicable state and federal funding formulas.	☒	☐	460-461
c. Expenditure assumptions that reflect the school design plan.	☒	☐	460-469
d. Expenditure assumptions that reflect market costs.	☒	☐	1468-469
e. Revenues from grants or other proposed fundraising that are not essential to fiscal solvency.	☒	☐	460-461
f. Minimum reserve level and projected positive ending fund balance (the larger of 3% of expenditures, or \$25,000).	☒	☐	469
g. If expenditures exceed revenues in first year of operation, identifies sources of capital sufficient to cover deficits until the budget is projected to balance.	☒	☐	469-474
h. Expenditures for property and liability insurance that name the district or authorizer as additional insured (and/or a hold harmless agreement).	☒	☐	117,120
i. Expenditures for reasonably expected legal services.	☒	☐	117,120
j. Expenditures for special education excess costs, consistent with current experiences in the school district or county office.	☒	☐	164,468
k. Expenditures for facilities, or, if specific facilities are not secured, reasonable projected cost.	☒	☐	468-469
l. Expenditures for required student meals that meet federal nutritional requirements.	☒	☐	461-468
m. The alignment of LCAP expenditures with the charter's budget.	☒	☐	279-280,4
2. Financial projections include a clear description of planning assumptions:			
a. Revenues and expenditures in the budget correlate with the number and/or types of students by grade level.	☒	☐	460-466
b. Expenditure assumptions correlate with the number of staff in the budget.	☒	☐	467-468
c. Expenditure assumptions correlate with the facility needs in the budget	☒	☐	468-469
d. Expenditure assumptions in alignment with the overall school design plan.	☒	☐	460-469

e. Revenues based on state and federal funding guidelines	⊙	○	460-461
f. Revenues based on reasonable potential growth in local, state and federal categories.	⊙	○	460-461
g. Revenues based on reasonable student growth projections.	⊙	○	460-466
h. Revenue from sources such as grants, loans, donations and other non-guaranteed funds not necessary for the charter to maintain fiscal solvency.	⊙	○	460-461
i. Timeline for any referenced grant applications to be submitted and funded.	⊙	○	461
j. Positive reserves are maintained in all three years.	⊙	○	469
k. Fund balances are positive, or sources of supplemental working capital are identified.	⊙	○	469-474
3. Start-up costs			
a. Reasonable allocation for all major start-up costs, including the following: Staffing Facilities Equipment and supplies Professional services (e.g., food services) Technology materials Assessment systems/materials Legal costs	⊙	○	N/A
b. In alignment with overall school design plan.	⊙	○	N/A
c. Potential funding sources.	⊙	○	N/A
d. Timeline that allows for grant applications and fundraising efforts to be completed in time, if included in start-up costs.	⊙	○	N/A
4. Cash flow projections for first three years:			
a. Monthly projection of revenue receipts in line with local, state and federal funding disbursements.	⊙	○	470-474
b. Expenditures are projected by month and correspond with typical or reasonable schedules.	⊙	○	470-474
c. Balance sheet accounts are projected by month.	⊙	○	469-471
d. Show positive cash balance each month and/or identify sources of working capital.	⊙	○	469-471
5. Structure for administrative services and operations			
a. Outline or process for how personnel transactions will be conducted (i.e., hiring, payroll, leaves and retirement).	⊙	○	124-131

b. Accounting and payroll processes that reflect an understanding of school business practices and the expertise needed to carry out the required functions.	☒	☐	120-154
c. Plan and timeline to develop and assemble school business practices and expertise.	☒	☐	120-135
d. Explanation of how the school intends to manage risk, including any policies and procedures.	☒	☐	136-143
e. If operated by a nonprofit organization, an affirmation that it will provide additional 501(c)(3) fiscal reports.	☒	☐	117

Back Office Providers

Evaluation Criteria: EC 47605(h)	Evaluation Standard Met		Located on
<i>THE PETITION DESCRIBES, AT MINIMUM</i>	Yes	No	Page(s)
1. Name of the back office provider and a description of support used by the charter.	☒	☐	120-121
2. Affirmation that the back office provider will provide timely submissions of calendared items by their respective due dates.	☒	☐	120-121
3. Affirmation that the back office provider will provide timely submissions of requests for information.	☒	☐	120-121

Comments by review team:

Charter Management Organization (CMO)

(i.e., entities managing charter schools)

Evaluation Criteria: EC 47605(h)	Evaluation Standard Met		Located on
<i>THE PETITION DESCRIBES, AT MINIMUM</i>	Yes	No	Page(s)
1. Name and relationship of CMO to charter school, including the following: Roles Responsibilities Payment structure Conditions for renewal and termination Investment disclosure	☒	☐	115-116
2. CMO's role in the financial management of the charter, and the associated internal controls.	☒	☐	116, App
3. Other schools and/or companies managed by the CMO.	☒	☐	5

4. CMO's history, philosophy, and past results operating other schools and/or companies.	☒	☐	5
5. CMO's Form 990s for up to prior three years.	☒	☐	174
6. Affirmation that the CMO will provide timely submissions of calendared items by their respective due dates.	☒	☐	174
7. Affirmation that the CMO will provide timely submissions of request for information items.	☒	☐	174

Comments by review team:

Facilities

Evaluation Criteria: EC 47605(h)	Evaluation Standard Met		Located on
<i>THE PETITION DESCRIBES, AT MINIMUM</i>	Yes	No	Page(s)
1. Location of facility			
a. The types and the location of the charter school facility or facilities that the petitioner proposes to operate, including the following: Size and resources Safety Educational suitability	☒	☐	175
b. The address of the facility or a schedule for securing the facility, including the person responsible for securing the location.	☒	☐	40
c. Assessment and analysis of anticipated facilities needs and viability of potential sites.	☒	☐	175
2. Current and projected availability			
a. Current and projected availability of each charter school site, and schedule for securing the facility.	☒	☐	175
b. Assurances of legal compliance with all health and safety, ADA, and applicable building codes.	☒	☐	40
c. Adequate budget for anticipated costs, including renovation, rent, maintenance and utilities.	☒	☐	A 6-1
d. Statement of whether a request will be made for use of authorizer-owned facilities.	☐	☒	NA
e. Lease or occupation agreement for privately obtained facilities, and/or a copy of the lease agreement.	☐	☒	NA

Comments by review team:**Impact Statement**

Evaluation Criteria: EC 47605(h)	Evaluation Standard Met		Located on Page(s)
	Yes	No	
<i>THE PETITION DESCRIBES, AT MINIMUM</i>			
1. Number of students anticipated to enroll.	☒	☐	45
2. Whether the charter will request to purchase support services from authorizer.	☒	☐	175
3. Affirmation there will be a memorandum of understanding between the authorizer and charter school.	☒	☐	176
4. Processes and policies between the charter and its authorizer, including the following:	☐	☒	see note
a. Process, activities and associated fees for oversight of the charter.	☐	☒	see note
b. Processes, timelines, and evaluation criteria for annual review and site visits.	☐	☒	see note
c. Regular, ongoing fiscal and programmatic performance monitoring and reporting.	☐	☒	see note
d. Process, timelines and evaluation criteria for charter renewal.	☐	☒	see note
e. Other important legal or operational relationships between authorizer and charter school.	☐	☒	see note
5. Criteria and procedure for the selection of a contractor, if applicable, including the following	☒	☐	Appendix
a. Process for determining necessary expertise.	☒	☐	Appendix
b. Selection of the contractor or contractors, if applicable.	☒	☐	Appendix
6. Potential civil liability effects, if any, upon the school and the authorizer.	☒	☐	176

Comments by review team:

The areas marked "no" in the section above are not required for a complete petition and would normally be addressed in an MOU between charter and authorizer.

Community Impact

Evaluation Criteria: EC 47605(c)(7)	Evaluation Standard Met		Located on Page(s)
	Yes	No	
THE PETITION DESCRIBES, AT MINIMUM			
1. How the charter school will not substantially undermine existing school district services, academic offerings, or program offerings.	☐	☒	see note
2. Whether the charter school petition duplicates a program currently offered by the district, and whether the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity of where the charter school intends to locate.	☐	☒	see note

Comments by review team:

These considerations are not applicable for a renewal charter.

Special Education

Evaluation Criteria: EC 47641(a) and EC 47646	Evaluation Standard Met		Located on Page(s)
	Yes	No	
THE PETITION DESCRIBES, AT MINIMUM			
1. The school's special education structure (3 options): a. Charter school will be an independent LEA for special education purposes. b. Charter school will be a school within the district. c. The charter school will be a SELPA. Note: If the charter elects "b", a school within the district, district staff will be responsible to serve students, the district will collect special education funding, and the charter may pay a share of district's overall costs.	☒	☐	96
2. How special education services will be provided consistent with the SELPA plan and/or policies and procedures. a. Includes a fiscal allocation plan in alignment with the SELPA the charter plans to join.	☒	☐	96
3. Affirmation that the charter school will assume full responsibility for appropriate accommodations to address the needs of any student.	☒	☐	95
4. Acknowledgment that the charter is responsible for providing special education, instruction and related services to the students enrolled in the school, regardless of any student's district of residence.	☒	☐	95
5. The process for notifying a student's district of residence and authorizing LEA when a special education student enrolls, becomes eligible or ineligible, and/or leaves the charter.	☒	☐	96
6. The transition to or from a district when a student with an individualized education program (IEP) enrolls in or transfers out of the charter.	☒	☐	96

7. Evidence that the school has consulted with a SELPA, such as a letter from SELPA confirming receipt of application. The evidence should demonstrate the following:	☒	☐	MOU
a. An understanding of the charter's special education responsibilities.	☒	☐	MOU
b. A draft application of SELPA policies, or assurance that such policies will be created.	☒	☐	MOU
8. Includes the following assurances:	☒	☐	2
a. The charter will comply with all provisions of IDEA.	☒	☐	2
b. No student will be denied admission based on disability or lack of available services.	☒	☐	97
c. A student study team process will be implemented.	☒	☐	49,59
d. Any student in need of Section 504 services will receive such services.	☒	☐	96
If the charter will not be an independent LEA			
1. Clarifies in the charter petition or in a memorandum of understanding the responsibilities of each party for service delivery, including referral, assessment, instruction, due process, and agreements describing allocation of actual excess costs.	☐	☒	n/a
2. An assertion that the charter will be fiscally responsible for its fair share of any contributions from general funds.	☐	☒	n/a
If the charter school is an independent LEA within a SELPA			
1. Notifies the SELPA director of its intent to participate before February 1 of the preceding school year.	☒	☐	96
2. Includes its current operating budget in accordance with EC 42130 and EC 42131	☒	☐	app 6-1
3. Understands that the charter school is fiscally responsible for its fair share of any contributions from general funds.	☒	☐	app 6-1
4. Asserts responsibility for any legal fees related to the application and assurances process.	☒	☐	app6-1
5. Demonstrates it is located within SELPA's geographical boundaries.	☒	☐	n/a
6. Asserts all instruction will be in a safe environment.	☒	☐	95
7. Affirms the terms of the agreement will be met regarding the organization, implementation, administration and operation of the SELPA.	☒	☐	96
Comments by review team:			

Required Declaration			
Evaluation Criteria: EC 47605(c)(6)	Evaluation Standard Met		Located on Page(s)
<i>THE PETITION DESCRIBES, AT MINIMUM</i>	Yes	No	
1. Declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.	☒	☐	2
Required Affirmations			
Evaluation Criteria: EC 47605(e)	Evaluation Standard Met		Located on Page(s)
<i>THE PETITION DESCRIBES, AT MINIMUM</i>	Yes	No	
1. Affirmation that the school will be nonsectarian in its: Programs Admission policies Employment practices All other operations	☒	☐	2
2. Affirmation that the school shall not charge tuition.	☒	☐	2
3. Affirmation that the school shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code.	☒	☐	2
4. Affirmation that admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.	☒	☐	2
5. Affirmation that the charter school shall admit all pupils who wish to attend the charter school.	☒	☐	2
6. Affirmation that the school will comply with federal, state and local laws as required for charter schools.	☒	☐	2-5
Comments by review team:			

VI. Alternative Education Criteria

Criteria For Alternative Education Charter Schools, If Applicable			
Evaluation Criteria: EC 58500 - 58512	Evaluation Standard Met		Located on Page(s)
<i>THE PETITION DESCRIBES, AT MINIMUM</i>	Yes	No	
1. Acknowledgement that the charter school will maintain an unduplicated pupil count of at least 70% of the school's total enrollment, composed of the following required high-risk student groups:	☐	☒	n/a
a. Expelled (EC 48925(b)) including situations in which enforcement of the expulsion order was suspended (EC 48917).	☐	☒	n/a
b. Suspended (EC 48925(d)) more than 10 days in a school year.	☐	☒	n/a
c. Wards of the court (Welfare and Institution Code (WIC) Section 601 or 602) or dependents of the court (WIC Section 300 or 654).	☐	☒	n/a
d. Pregnant and/or parenting.	☐	☒	n/a
e. Recovered dropouts – State Board of Education (SBE) defines recovered dropouts based on EC 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days.	☐	☒	n/a
f. Habitually truant (EC 48262) or habitually insubordinate and disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC 48263).	☐	☒	n/a
g. Retained more than once in kindergarten through grade eight.	☐	☒	n/a
h. Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on time, per grade level, from the enrolling school's credit requirements).	☐	☒	n/a
i. Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, when the 45 days does not include noninstructional days such as summer break, holiday break, off-track, and other days when a school is closed).	☐	☒	n/a
j. Students with a high level of transiency (i.e., students who have been enrolled in more than two schools during the past academic year or who have changed secondary schools more than two times since entering high school).	☐	☒	n/a
k. Foster youth (EC 42238.01[b]).	☐	☒	n/a
l. Homeless youth.	☐	☒	n/a
2. Clearly articulated mission and purpose to recruit and educate high-risk students.	☐	☒	n/a

3. Performance plan that include specific measures and goals for success, including one or two attainable norm references and/or verifiable alternative measures that support the school's mission and vision.	☐	☒	n/a
4. Required assurances:	☐	☒	n/a
a. The school will maintain documentation that 70% of students will be reflected on Part 1 of their Dashboard Alternative School Status (DASS) participation form, as defined in item 1 above.	☐	☒	n/a
b. When applying for other alternative school status, ONLY the school's current enrollment will be used (in accordance with the DASS eligibility criteria and examples) to determine a school's percentage of high-risk student for DASS eligibility. A student is considered high-risk if they meet one of the high-risk criteria approved by the SBE upon first enrollment at the school. If their high-risk status starts after first entry to the school, they cannot be counted as high-risk in this calculation.	☐	☒	n/a
Comments by review team: CBA is not an alternative education charter school.			

VII. Independent Study Supplemental Criteria

Independent Study/Non-Classroom-based Instruction — For Renewals Only

(There is a 5-year moratorium on the approval of new petitions effective January 1, 2020 to January 1, 2025)

Evaluation Criteria: EC 51745	Evaluation Standard Met		Located on Page(s)
	Yes	No	
THE PETITION DESCRIBES, AT MINIMUM			
1. An assurance that the K-12 public school guidelines for independent study will be evident in the annual audit per EC 47612.5(b).	☒	☐	3
2. An assurance that the charter will meet the requirement related to the ratio of average daily attendance (ADA) to full-time equivalent (FTE) certificated employees as prescribed under EC 51745.6(a).	☒	☐	3
3. An acknowledgement that independent study will be supervised by an appropriately credentialed teacher per EC 51747.5(a).	☒	☐	3
4. An acknowledgement that the charter may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certified teacher, per EC 51747.5(b).	☒	☐	3
5. The maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work (EC 51747(a)).	☐	☒	see note
6. The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study or whether the pupil should return to a regular school program (EC 51747(b)).	☐	☒	see note
7. An assurance that each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian or caregiver if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil (EC 51747(g) (9)(A)).	☐	☒	see note
8. A description of how the required written agreement for each pupil will be processed and maintained, including at a minimum the following (EC 51747(g)):	☒	☐	3
a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding the pupil's academic progress.	☐	☒	see note
b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.	☐	☒	see note

c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices needed to participate in the educational program and complete assigned work.	☐	☒	see note
d. A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.	☐	☒	see note
e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.	☐	☒	see note
f. A statement of the number of course credits, or, for elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.	☐	☒	see note
g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English learners or individuals with exceptional needs, to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 USC Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.	☐	☒	see note
h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.	☐	☒	see note
Comments by review team: The CBA petition includes a general assurance to comply with Education Code 47612.5 and 51745 et. seq.			

VIII. Charter School Petition Review Findings of Fact

Education Code 47605(c)

In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
- (3) The petition does not contain the number of signatures required by subdivision (a).
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (e).
- (5) The petition does not contain reasonably comprehensive descriptions of all of the 15 elements (A - O).
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.
- (7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:
 - (A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
 - (B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.
- (8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 1240 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification pursuant to Section 1240, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.

IX. Glossary

ADA	Average daily attendance, OR Americans with Disabilities Act
affiliated school(s)	Current or past charter schools that are connected in any way to a proposed charter school petition.
affirmation	Confirmation or declared statement that something is true.
authorizer	Governing board of a school district or county office of education that approves a charter petition.
authorizing agency	District or county office of education that provides the day-to-day oversight and monitoring of an approved charter school.
charter	Approved charter school petition.
charter governing board	Governing body responsible for making leadership decisions regarding the charter school's educational, management and financial operations.
charter management organization	Organization that operates multiple charter schools in one or more school districts.
charter school petition	A document that is submitted to a school district or county office of education, requesting to operate a public charter school.
corporate affiliations	A person or persons connected with other charter schools, or organizations that provide services to charter schools.
EC	Education Code
ELL	English language learner
evaluation criteria	Benchmarks against which conformance, performance, and suitability of a plan, as well as of risk-reward ratio, are measured.
evaluation matrix	A tool or method used to objectively evaluate a number of options against a number of criteria.
evaluation rubric, also known as rating definitions	A scoring guide used to define the expectation of a quality response to the petition evaluation criteria.

evaluation standard	How the quality of an evaluation will be judged.
findings of fact	Specific facts that support one or more underlying reasons for the denial of a charter school petition under consideration.
initial petition	Submission of a new charter school petition to a school district or county office of education, asking to open a charter school.
LEA	local educational agency
lead petitioner	A person who is the main contact for the submission of a charter petition to a school district or county office of education.
MOU	Memorandum of understanding — a document that describes the broad outlines of an agreement. MOUs communicate the mutually accepted expectations of all of the parties involved.
petition appeal	Submission to a county office of education or the State Board of Education of a charter school petition that was initially submitted to and denied by a school district.
petition review team	District or county office staff or consultant, with expertise in various areas of TK-12 education, assigned to review a charter school petition.
petitioner	Person or persons submitting an application, or petition, to open a public charter school.
renewal petition	Submission of documents as required by law to renew an existing charter school.
SBE	State Board of Education
SELPA	Special education local plan area

Signature: 
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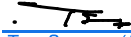
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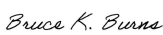
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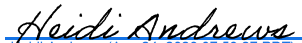
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Signature: 
Email: aarnold@cccoe.k12.ca.us

Signature: 
Email: HAndrews@cccoe.k12.ca.us

APPENDIX B



Contra Costa County Office of Education

77 Santa Barbara Road, Pleasant Hill, CA 94523 • (925) 942-3388
Lynn Mackey, Superintendent of Schools

August 27, 2026

TO: Terrence Johnson, Lead Petitioner, Caliber: Beta Academy
FR: Neil McChesney, CCCOE Coordinator of Charter School Oversight
CC: Lynn Mackey, CCC Superintendent of Schools
RE: CBA 2026 Charter Renewal – Questions from CCCOE Review Team

On July 20th, 2026 the Contra Costa County Office of Education (“CCCOE”) received a complete charter renewal appeal package for Caliber: Beta Academy (“CBA”). The CCCOE immediately convened a charter petition review team and commenced with the review process. The review team has compiled herein a list of questions and/or requests for additional information that have arisen thus far in said review.

CBA is requested to provide detailed responses. Feel free to attach additional documentation and/or supporting evidence as needed and applicable. You are also encouraged to reach out if you have questions or concerns. Note that all page references below are page numbers in the PDF that was submitted.

Please submit your completed response directly to Neil McChesney, Coordinator of Charter School Oversight via email (nmcchesney@cccoe.k12.ca.us) no later than Monday, September 7th.

Verified Data and Student Academic Performance

1. Please confirm and/or clarify the following errors noted in student performance data reported in the CBA petition:
 - a. Pg. 18, Figure 4-14: Filipino student group for CBA has too small of an n size to have the color blue
 - b. Pg. 19, Figure 4-15: African American student group doesn't show green on the CA Dashboard, it's assigned yellow
 - c. Pg. 25, Figure 4-22: The percentages for each of the three years don't match what is listed in Data Quest
 - d. Pg. 25-27, Figure 4-23 through 4.27, without data points labeled with value, it is difficult to check accuracy
 - e. Pg. 33, Figure 4-39: Caliber Beta Enrollment since Opening- should this be Fig 4-38?
 - f. Pg. 35, Figure 4-40: Comparison School Median data seems to be incorrect (possible the median calculation included Caliber Beta data)
 - g. Pg. 35-36- Figure 4-41: appears to be missing or the numbering has a gap
 - h. Pg. 36, Figure 4-42: Comparison School Median data seems to be incorrect (calculation methodology unclear)

2. Please provide additional information for the verified academic data summarized in your petition as follows:
 - a. Curriculum Associates' iReady Assessment data reports with Typical Growth Measure for individual students for each assessment cited in the renewal charter petition and such that numerically significant student group performance can be disaggregated
 - b. University of Oregon's Dynamic Indicators of Basic Early Literacy Skills ("DIBELS") administered through mCLASS by Amplify with Zones of Growth for individual students for each assessment cited in the renewal charter petition and such that numerically significant student group performance can be disaggregated
 - c. Evidence that the charter administered the DIBELS assessment to, and included the results of, at least 95 percent of pupils for whom the assessments are appropriate for each year assessed over the previous charter term

English Learners

3. Regarding pg. 87, first paragraph, first sentence "For students whose disability—not language proficiency—hinders meeting reclassification criteria, Beta offers an individualized pathway via the IEP process, where a collaborative team (including the ELD Coordinator and parents) reviews data and assesses if English Learner services are still required." and second paragraph under Dual-Identified English Learners and Students with Disabilities section: please confirm that the process for reclassification for students with IEP complies with current state regulations as listed on the CDE webpage, specifically the state standardized criterion 1. (Note: the way the process is described in this section leads to potential questions; however, the way reclassification for EL/SWD students is described on pg. 92 does not surface any concerns.)
4. Regarding pg. 87, first sentence in ELPAC Initial and Summative Assessment section: "... (or 60 calendar days if enrolled within the first 30 days of the academic year) ...": please confirm that the process and time frame for Initial ELPAC assessment is aligned with the current state regulations as listed on the CDE webpage.
5. In class schedules provided (pg. 210-220), ELD is not present on the schedules of any grade levels. Please clarify when designated ELD is provided.

Financials

6. The Charter's 2024-25 audit reflects a (\$398,971) cash balance as well as an \$8,010,010 Intercompany Receivable in the Caliber Beta column. In order to properly assess the financial position of CBA, can you please confirm that the Cash/Cash Equivalents/Certificates of Deposit lines reflected in the CMO column are readily liquid and available for Caliber Beta's cash needs.

APPENDIX C



Responses to CCCOE Questions Dated August 27, 2026

Verified Data and Student Academic Performance

1. Please confirm and/or clarify the following errors noted in student performance data reported in the CBA petition:

a. Pg. 18, Figure 4-14: Filipino student group for CBA has too small of an n size to have the color blue

It did not receive a color and it should be reported as 0%*. See the updated table below.

Figure 4-14: Caliber Beta 2025 Suspension Rate Student Group Performance Compared to the State

	Caliber Beta	District	State	Beta Suspension Rate Higher or Lower than District?	Beta Suspension Rate Higher or Lower than State?
Schoolwide	1.3%	4.5%	2.9%	Lower	Lower
African American	1.8%	10.3%	7.7%	Lower	Lower
Asian	0%	1.5%	1%	Lower	Lower
Filipino	0%*	1.2%	1.1%	Lower	Lower
Hispanic	1.2%	4.8%	3%	Lower	Lower
White	7.1%*	2%	2.4%	Lower	Higher
Two or More Races	0%*	3%	2.8%	Lower	Lower
English Learners	1%	5.3%	3.2%	Lower	Lower
Long-Term English Learners	5%*	10.9%	7%	Lower	Lower
Socioeconomically Disadvantaged	1.2%	5.5%	3.6%	Lower	Lower
Students with Disabilities	4.9%	7%	5%	Lower	Lower

Source: California Dashboard

*The student group had more than 10 eligible students so data is reported on the Dashboard, but it did not have 30 or more eligible students two years in a row, which is needed to produce a color.



b. Pg. 19, Figure 4-15: African American student group doesn't show green on the CA Dashboard, it's assigned yellow

Please see the updated table below with the correct colors.

Figure 4-15: Caliber Beta 2025 Science Student Group Performance Compared to the State

	Caliber Beta	District	State	Caliber: Beta Above or Below District	Caliber: Beta Above or Below State
Schoolwide	56.3	42.1	52.6	Above	Above
African American	50	34.8	43.4	Above	Above
Hispanic	57.3	36.6	47.1	Above	Above
English Learners	52.2	32.5	41.1	Above	Above
Socioeconomically Disadvantaged	54.4	38	47.1	Above	Above
Students with Disabilities	36.1*	27.2	38.3	Above	Below

Source: California Dashboard

*Not enough students in the student group to produce a color

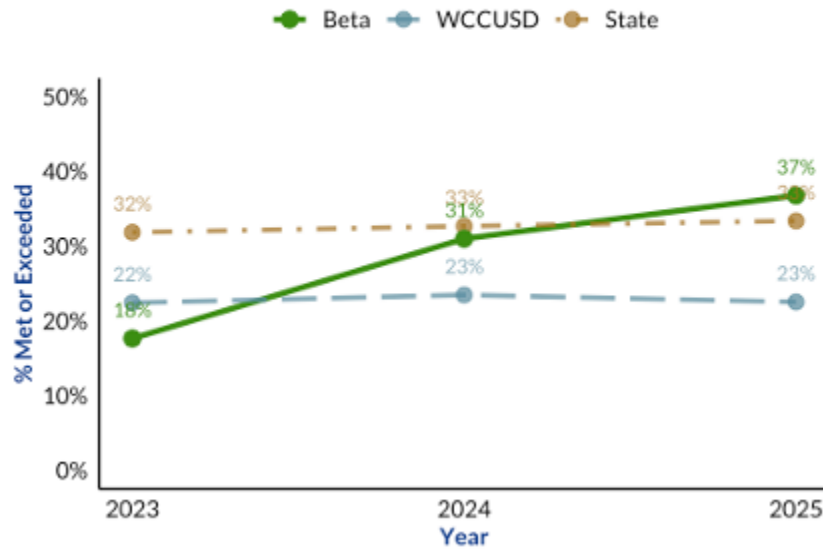
c. Pg. 25, Figure 4-22: The percentages for each of the three years don't match what is listed in Data Quest

The graph was missing the label for 5th grade. Below is the graph updated with the correct label. We have also included an additional graph for 8th grade as well.

Figure 4-22: Beta Science proficiency, 2023-2025 CAST, as compared to District and State averages

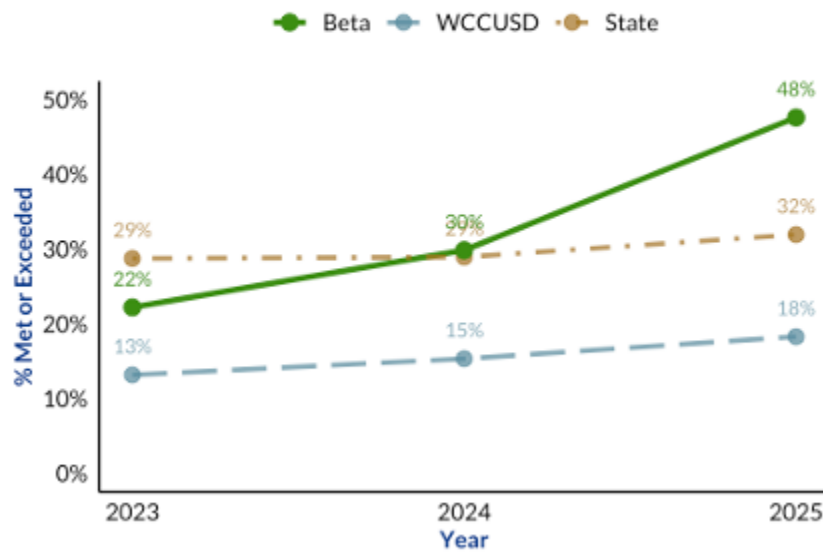
5th Grade CAST: % Met or Exceeded

CBA, District, & State



8th Grade CAST: % Met or Exceeded

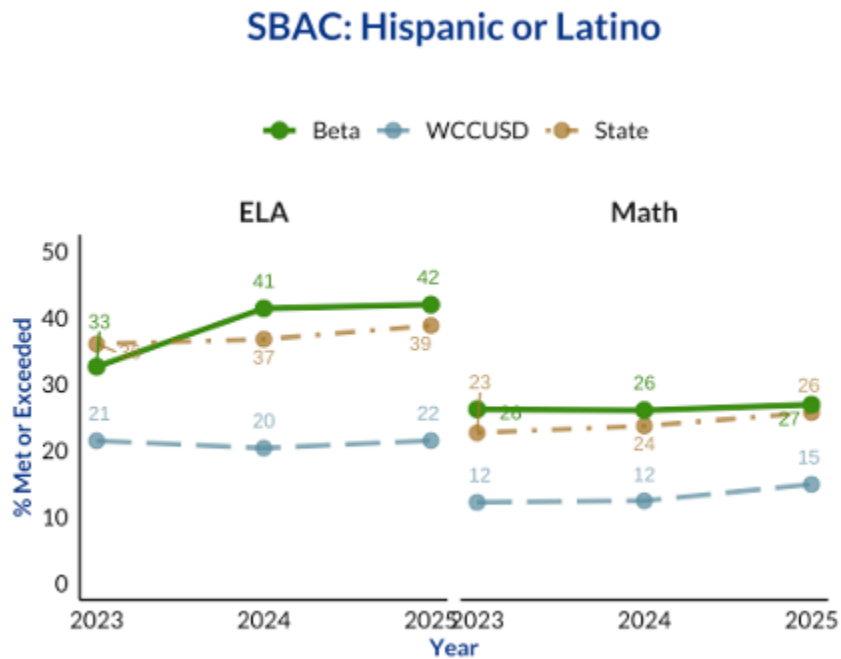
CBA, District, & State



d. Pg. 25-27, Figure 4-23 through 4.27, without data points labeled with value, it is difficult to check accuracy

Below are updated figures with data labels.

Figure 4-23: CAASPP proficiency for Hispanic or Latino students as compared to District and State averages, 2023-2025



CAST: Hispanic or Latino

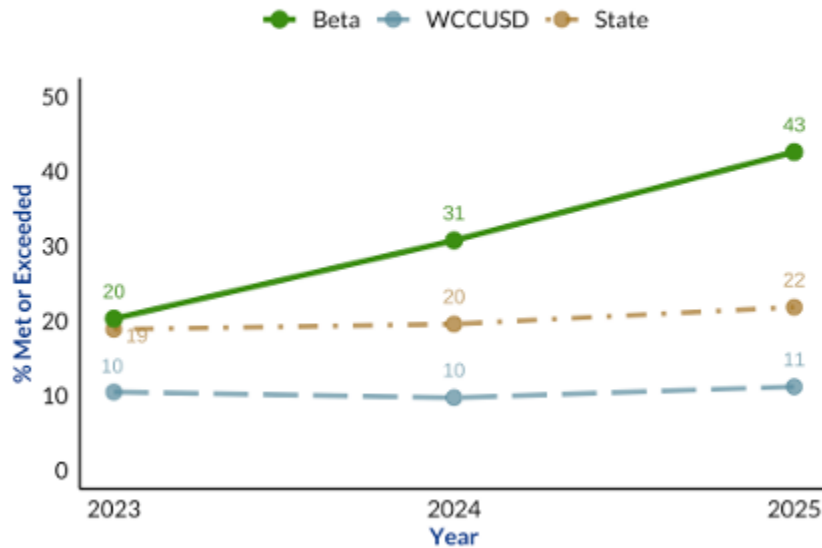
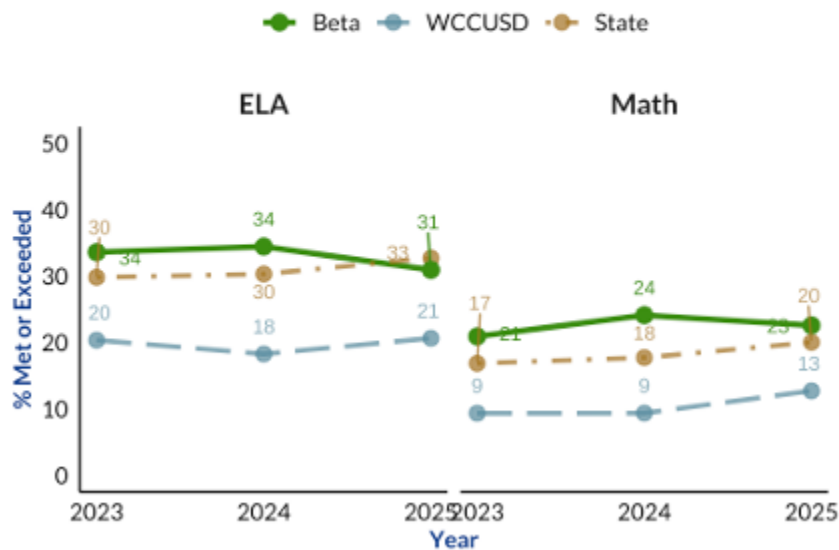


Figure 4-24: CAASPP proficiency for Black and African American students as compared to District and State averages, 2023-2025

SBAC: Black or African American



CAST: Black or African American

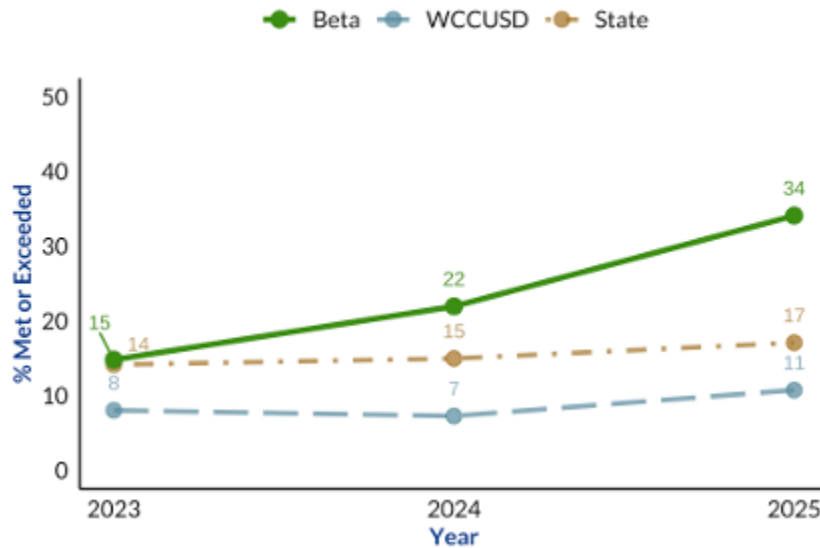
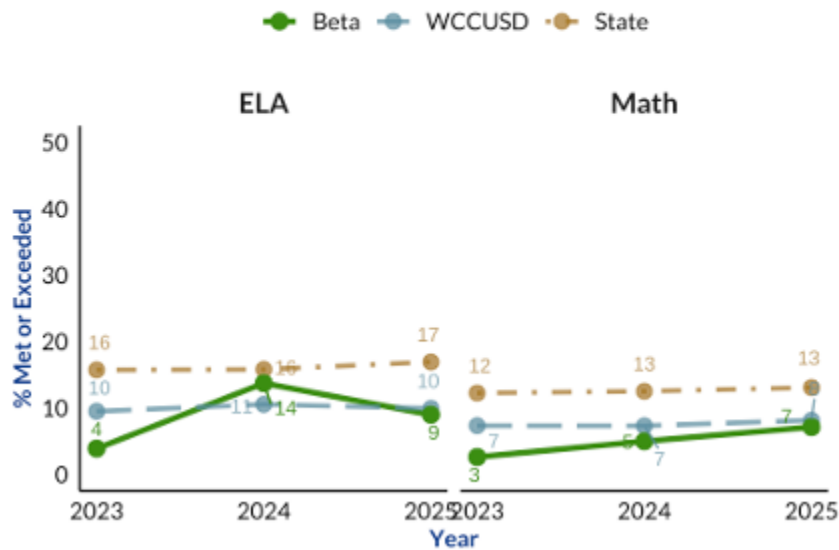


Figure 4-25: CAASPP proficiency for Students with Disabilities as compared to District and State averages, 2023-2025

SBAC: Students with Disabilities



CAST: Students with Disabilities

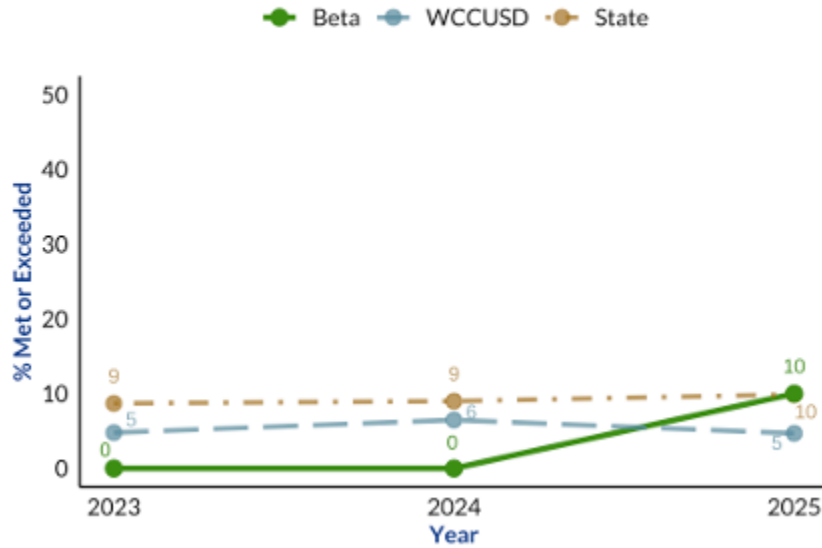
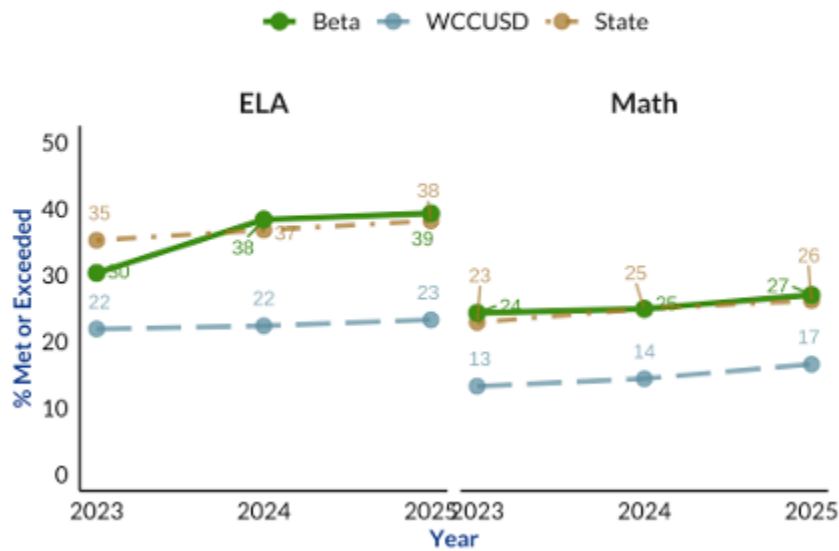


Figure 4-26: CAASPP proficiency for Socioeconomically Disadvantaged Students as compared to District and State averages, 2023-2025

SBAC: Socioeconomically Disadvantaged



CAST: Socioeconomically Disadvantaged

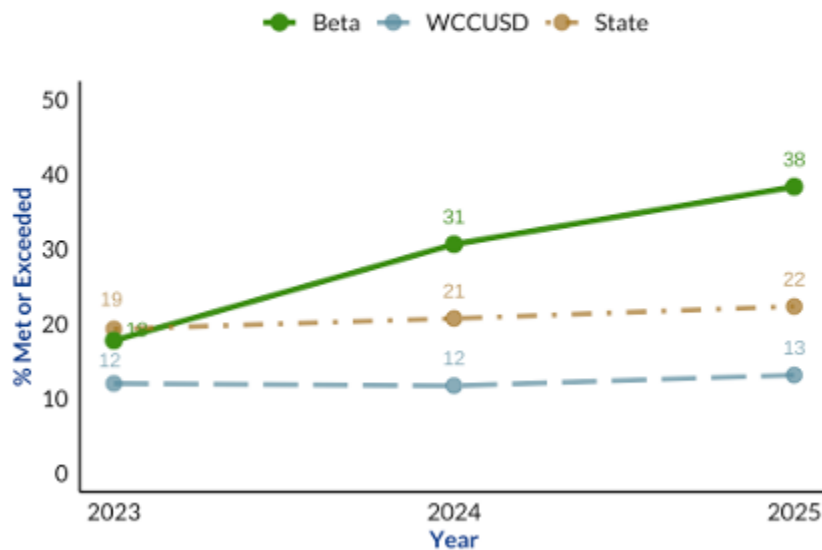
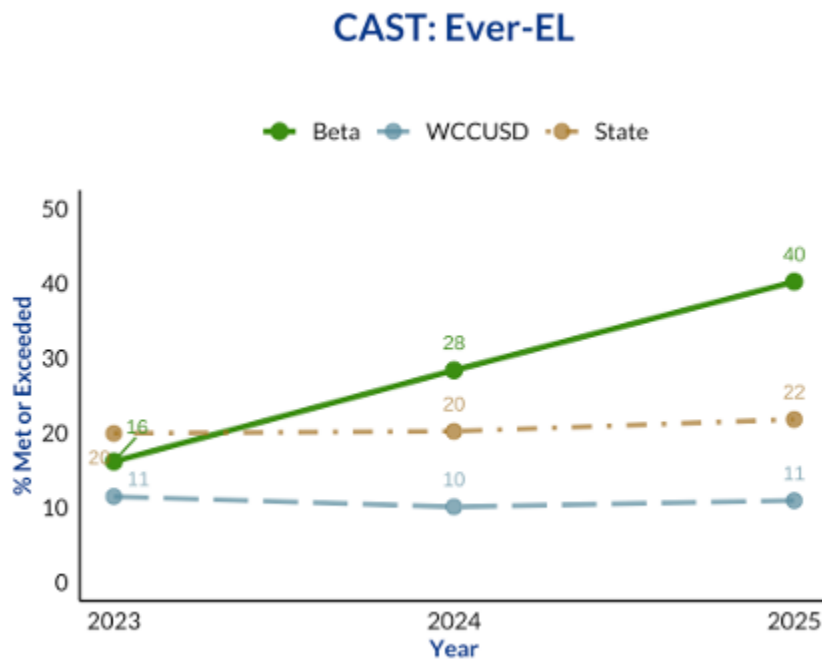
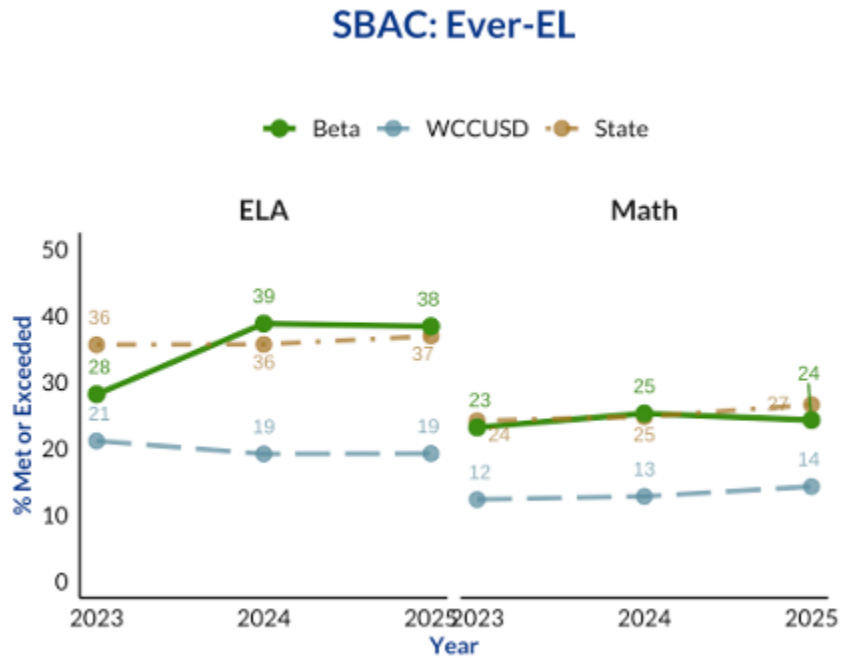


Figure 4-27: CAASPP proficiency for Ever-English Learners as compared to District and State averages, 2023-2025



e. Pg. 33, Figure 4-39: Caliber Beta Enrollment since Opening- should this be Fig 4-38?



It should be relabeled to be Fig 4-38.

Figure 4-38: Caliber: Beta Enrollment since opening

Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
Enrollment	294	608	755	793	802	859	920	886	913	950	971	959

Source: CDE DataQuest

f. Pg. 35, Figure 4-40: Comparison School Median data seems to be incorrect (possible the median calculation included Caliber Beta data)

I can confirm that the median calculation included Caliber Beta data. The updated table is below.

Figure 4-40: Comparisons of 2023-24 Performance among Comparison Schools

School	ELA DFS	Math DFS	ELPI	Chronic Absenteeism*	Suspension*	Science
Caliber Beta Academy	-61.4	-29.8	44.5	22.1	2.1	52.3
Bayview Elementary	-119.9	-105.9	36.0	44.0	3.0	32.7
Collins Elementary	-42.2	-34.8	47.5	25.2	0.0	35.3
Coronado Elementary	-124.6	-131.5	32.2	38.8	9.5	32
Dover Elementary	-110.9	-93.9	57.9	31.7	2.3	36.2
Grant Elementary	-144.1	-134.1	35.0	42.3	3.4	32.9
Lake Elementary	-109.9	-105.9	48.1	35.2	3.9	38.9
Martin Luther King, Jr. Elementary	-131.3	-107.3	34.6	40.7	8.6	30.8
Michelle Obama Elementary	-74.0	-59.5	49.4	29.7	1.0	40.3
Montalvin Manor Elementary	-68.3	-47.8	44.3	26.5	1.7	45.5
Murphy Elementary	-62.4	-72.6	27.4	35.4	2.6	45.1

Peres Elementary	-126.4	-115.0	39.4	35.6	6.7	30.9
Shannon Elementary	-31.6	-23.9	51.0	31.9	0.3	51.8
Stege Elementary	-230.7	-233.8	21.0	52.5	6.8	20.9
Tara Hills Elementary	-102.6	-86.7	48.7	30.8	1.3	36.5
Betty Reid Soskin Middle	-134.8	-81.9	48.7	28.6	12.1	40.8
Fred T. Korematsu Middle	-58.8	-8.1	59.7	13.4	8.5	50.2
Helms Middle	-162.7	-133.9	42.7	27.8	8.1	34.8
Lovonya DeJean Middle	-173.1	-128.4	29.1	35.8	14.7	28.6
Pinole Middle	-116.7	-70.1	61.8	30.8	22.3	39
Comparison School Median	-116.7	-93.9	44.3	31.9	3.9	36.2
Beta Difference from Median	+55	+64.1	+0.2	-9.8	-1.8	+16.1
Beta Above or Below Comparison School Median	Above	Above	Above	Below	Below	Above

g. Pg. 35-36- Figure 4-41: appears to be missing or the numbering has a gap

h. Pg. 36, Figure 4-42: Comparison School Median data seems to be incorrect (calculation methodology unclear)

The figure has a numbering gap and should be 4-41. The median calculation has been updated to be consistent with the updated figure 4-40. The updated table is below.

Figure 4-41: Comparisons of 24-25 Performance

School	ELA DFS	Math DFS	ELPI	Chronic Absenteeism*	Suspension*	Science
Caliber Beta Academy	-58.5	-27.8	64.7	14.5	1.3	56.3
Bayview Elementary	-130.5	-107.6	24.7	48.0	4.1	41.3
Collins	-44.3	-28.9	64.7	29.9	0.0	46.1

Elementary						
Coronado Elementary	-120.0	-123.5	51.8	33.6	3.7	30.4
Dover Elementary	-107.6	-89.4	40.9	28.0	0.6	33.3
Grant Elementary	-155.0	-146.9	26.0	44.0	2.0	30.9
Lake Elementary	-95.5	-89.1	39.1	31.5	5.6	34.9
Martin Luther King, Jr. Elementary	-132.3	-117.0	36.2	40.3	5.4	30.1
Michelle Obama Elementary	-64.9	-82.3	32.4	29.9	4.4	39.5
Montalvin Manor Elementary	-60.6	-40.6	47.8	26.7	2.2	44.1
Murphy Elementary	-45.5	-52.5	53.3	37.7	4.5	41.4
Peres Elementary	-134.9	-122.6	32.9	37.9	6.2	32.1
Shannon Elementary	-49.7	-39.8	21.8	27.1	1.3	43.0
Steger Elementary	-134.7	-122.9	42.3	57.7	5.6	31.7
Tara Hills Elementary	-96.0	-71.7	45.5	36.4	0.3	38.1
Betty Reid Soskin Middle	-134.0	-92.2	37.3	23.8	10.0	39.3
Fred T. Korematsu Middle	-47.8	-9.4	50.7	19.6	6.3	55.0
Helms Middle	-151.2	-134.8	34.5	25.3	14.1	38.6
Lovonya DeJean Middle	-181.6	-135.0	21.3	35.4	7.8	29.9
Pinole Middle	-94.4	-45.6	46.2	31.3	17.6	39.1
Comparison School Median	-107.6	-89.4	39.1	31.5	4.5	38.6
Beta Difference from Median	+49.1	+61.6	+25.6	-17.0	-3.2	+17.7
Beta Above or Below	Above	Above	Above	Below	Below	Above



Comparison School Median						
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*Chronic Absenteeism and Suspension are reverse-coded metrics, meaning that a lower number is the preferable outcome

2. Please provide additional information for the verified academic data summarized in your petition as follows:

a. Curriculum Associates' iReady Assessment data reports with Typical Growth Measure for individual students for each assessment cited in the renewal charter petition and such that numerically significant student group performance can be disaggregated

We will securely share the raw data files from iReady, the demographic data files from CALPADS, and the scripts we used to process the raw data.

b. University of Oregon's Dynamic Indicators of Basic Early Literacy Skills ("DIBELS") administered through mCLASS by Amplify with Zones of Growth for individual students for each assessment cited in the renewal charter petition and such that numerically significant student group performance can be disaggregated

We will securely share the raw data files from DIBELS, the demographic data files from CALPADS, and the procedures we used to process the raw data.

c. Evidence that the charter administered the DIBELS assessment to, and included the results of, at least 95 percent of pupils for whom the assessments are appropriate for each year assessed over the previous charter term

Completion tables are updated and attached.

In SY24, the participation goal was missed in three subgroups (Black/African Am, Two or More, and Students with Disabilities) by no more than two students. Since then, assessment procedures have been improved to ensure compliance and all subgroups met the 95% completion goal in both SY25 and SY26.

Additionally, Filipino students are excluded from the completion summary due to group size below reportable threshold, however, they were included in the results table. Similarly,



the Ethnicity/Race subgroup of Two or More is excluded from SY25 and SY26 completion calculations due to group size but again, are included in the results table.

DIBELS Completion Summary

8.1_StudentProfileList 24

	Participation	Met Goal?
Overall		
All Students	282/295 (96%)	Met Goal (95%+)
By Ethnicity/Race		
Asian	24/25 (96%)	Met Goal (95%+)
Black/African Am	44/47 (94%)	Below Goal (95%)
Hispanic	179/187 (96%)	Met Goal (95%+)
Two or More	15/16 (94%)	Below Goal (95%)
White	12/12 (100%)	Met Goal (95%+)
By English Learner + RFEP		
Y	95/100 (95%)	Met Goal (95%+)
By Students with Disabilities		
Y	32/35 (91%)	Below Goal (95%)
By Socio-Economically Disadvantaged		
Y	220/231 (95%)	Met Goal (95%+)
By Grade		
1	95/98 (97%)	Met Goal (95%+)
2	89/98 (91%)	Below Goal (95%)
KN	98/99 (99%)	Met Goal (95%+)

8.1_StudentProfileList(E0Y1) 25

	Participation	Met Goal?
Overall		
All Students	297/299 (99%)	Met Goal (95%+)
By Ethnicity/Race		
Asian	39/39 (100%)	Met Goal (95%+)
Black/African Am	39/39 (100%)	Met Goal (95%+)
Hispanic	189/191 (99%)	Met Goal (95%+)
White	15/15 (100%)	Met Goal (95%+)
By English Learner + RFEP		
Y	126/127 (99%)	Met Goal (95%+)
By Students with Disabilities		
Y	43/43 (100%)	Met Goal (95%+)
By Socio-Economically Disadvantaged		
Y	232/233 (100%)	Met Goal (95%+)
By Grade		
1	104/105 (99%)	Met Goal (95%+)
2	94/94 (100%)	Met Goal (95%+)
KN	99/100 (99%)	Met Goal (95%+)

8.1_StudentProfileList(E0Y1) 26

	Participation	Met Goal?
Overall		
All Students	284/287 (99%)	Met Goal (95%+)
By Ethnicity/Race		
Asian	39/39 (100%)	Met Goal (95%+)
Black/African Am	43/43 (100%)	Met Goal (95%+)
Hispanic	182/185 (98%)	Met Goal (95%+)
By Grade		
1	90/93 (97%)	Met Goal (95%+)
2	95/95 (100%)	Met Goal (95%+)
KN	99/99 (100%)	Met Goal (95%+)
By Students with Disabilities		
Y	35/37 (95%)	Met Goal (95%+)
By English Learner + RFEP		
Y	98/101 (97%)	Met Goal (95%+)
By Socio-Economically Disadvantaged		
Y	217/220 (99%)	Met Goal (95%+)



English Learners

3. Regarding pg. 87, first paragraph, first sentence “For students whose disability—not language proficiency—hinders meeting reclassification criteria, Beta offers an individualized pathway via the IEP process, where a collaborative team (including the ELD Coordinator and parents) reviews data and assesses if English Learner services are still required.” and second paragraph under Dual-Identified English Learners and Students with Disabilities section: please confirm that the process for reclassification for students with IEP complies with current state regulations as listed on the CDE webpage, specifically the state standardized criterion 1. (Note: the way the process is described in this section leads to potential questions; however, the way reclassification for EL/SWD students is described on pg. 92 does not surface any concerns.)

Confirmed. The process described on page 92 is the accurate representation of Caliber’s current process. Caliber’s reclassification process for students who are dually identified as English learners and students with disabilities follows current CDE requirements, including California’s standardized Criterion 1. Students taking the Summative ELPAC must achieve Overall Performance Level 4, and eligible students taking the Summative Alternate ELPAC must achieve Overall Performance Level 3. Students must also meet the other required reclassification criteria in accordance with Caliber’s reclassification process and current state requirements.

We appreciate the clarification regarding the language on page 87. That language reflects concepts contained in prior guidance regarding reclassification of dually identified students and was intended to describe the collaborative role of ELD and special education staff in distinguishing language acquisition needs from disability-related needs. We recognize that, as written, it could incorrectly imply that the IEP team may establish an alternative pathway for meeting Criterion 1. Under Caliber’s current process, the IEP team does not modify the State’s standardized Criterion 1, and reclassification decisions for dually identified students are made in accordance with current CDE guidance and all four required reclassification criteria.



4. Regarding pg. 87, first sentence in ELPAC Initial and Summative Assessment section: “... (or 60 calendar days if enrolled within the first 30 days of the academic year) ...”: please confirm that the process and time frame for Initial ELPAC assessment is aligned with the current state regulations as listed on the CDE webpage.

Confirmed. Caliber's Initial ELPAC identification and assessment process is aligned with current California Department of Education requirements. Eligible students whose Home Language Survey indicates a primary language other than English and who have not previously been identified through California's English language proficiency assessment process are administered the Initial ELPAC within 30 calendar days of initial enrollment in a California public school. Consistent with current state guidance, eligible newly enrolling students may also be assessed up to 60 calendar days prior to their first day of enrollment, but not before July 1 of the applicable school year.

5. In class schedules provided (pg. 210-220), ELD is not present on the schedules of any grade levels. Please clarify when designated ELD is provided.

Grade-level schedules depict the general education instructional day; identified English Learners additionally receive protected Designated ELD according to the ELD master schedule, with instructional groupings and frequency determined by grade level, English-language proficiency, and demonstrated student need. Integrated ELD is provided throughout core content instruction.

A	B	C	D	E	F	G
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Min. Day Time
8:00 - 8:15	Crosswalk Duty	Crosswalk Duty	Crosswalk Duty		Crosswalk Duty	8:00 - 8:15
8:15 - 8:40	Planning	Planning	Planning		Newcomer Push-In	
8:40 - 8:42	Transition	Transition	Transition			
8:42 - 9:39	G6_L3	G6_L3	G6_L2		RFEP Push-In	
9:39 - 10:30	Push-In (G5-G8)_L1	Push-In (G5-G8)_L1	Push-In (G5-G8)_L1			
10:30 - 11:21	Planning	Planning	Planning		Planning / ELD Compliance	
11:21 - 12:18	G5_L3	G5_L3	G5_L2			
12:18 - 12:58	Lunch	Lunch	Lunch		Lunch	12:00 - 12:30
12:58 - 1:00	Transition	Transition	Transition			
1:00 - 2:00	G7_L3	G7_L3	G7_L2			
2:00 - 2:02	Transition	Transition	Transition			
2:02 - 2:32	Newcomers	Newcomers	Newcomers			
2:32 - 2:34	Transition	Transition	Transition			
2:34 - 3:34	G8_L3	G8_L3	G8_L2			

Sample US ELD Schedule



Level 1 → Push-in support

Level 2 → Designated proficiency group

Level 3 → Designated proficiency group

Newcomers → Additional targeted instruction/support

	Monday / Tuesday	Wednesday / Thursday
8:00 - 8:20	Arrival Duty	
8:40 - 9:25	Prep	
9:30 - 10:15	3rd Grade Levels XX	3rd Grade Levels XX
10:20 - 11:05	4th Grade Levels XX	4th Grade Levels XX
11:10 - 12:00	Personal Lunch	
12:15 - 1:00	1st Grade Levels XX	1st Grade Levels XX
1:05 - 1:50	Kindergaren Levels XX	Kindergaren Levels XX
1:55 - 2:40	2nd Grade Levels XX	2nd Grade Levels XX
2:40 - 3:10	Small Group iReady Support	Small Group iReady Support
3:10 - 3:30	Dismissal Duty	

Sample LS ELD Schedule



Based on the schedule you provided:

Grade	Designated ELD Block	Frequency	Approx. Block
Grade 3	9:30–10:15	Mon–Thu	45 min
Grade 4	10:20–11:05	Mon–Thu	45 min
Grade 1	12:15–1:00	Mon–Thu	45 min
Kindergarten	1:05–1:50	Mon–Thu	45 min
Grade 2	1:55–2:40	Mon–Thu	45 min
Targeted Reading Support	2:40–3:10	Mon–Thu	30 min

Financials

6. The Charter’s 2024-25 audit reflects a (\$398,971) cash balance as well as an \$8,010,010 Intercompany Receivable in the Caliber Beta column. In order to properly assess the financial position of CBA, can you please confirm that the Cash/Cash Equivalents/Certificates of Deposit lines reflected in the CMO column are readily liquid and available for Caliber Beta’s cash needs.

Yes, we confirm that the Cash/Cash Equivalents/Certificates of Deposit lines reflected in the CMO column are readily liquid and available for Caliber Beta’s cash needs.

