

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015–16 School Year

For A Better Chance School

Address: 4138 Lakeside Drive, Richmond, CA 94806 **Phone:** 510-262-1500
Principal: Dr. Edith Molinier **Grade Span:**K-12+

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document, the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

School Contact Information (School Year 2016–17)

School Name	A Better Chance School
Street	4138 Lakeside Drive
City, State, Zip	Richmond, CA 94806
Phone Number	510-262-1500
Principal	Dr Edith Molinier
E-mail Address	emolinier@calautism.org
Web Site	http://www.calautism.org/programs/abc-school/
County-District-School (CDS) Code	07-61796-7100456

School Description and Mission Statement (School Year 2016–17)

A Better Chance School is a non-public school serving children and young adults with autism and similar disabilities. Our philosophy is based upon tenets of a holistic approach to a child's education. A Better Chance's method provides a structural environmental paired with the intermingling of academics and technology, art, music, and physical education. The goal of this educational approach is for individuals to achieve social independence and dignity, and benefit from and contribute to society.

A Better Chance School uses a multi-disciplinary, holistic approach to education of our students. Our students are educated through the development of their physical, emotional, and intellectual selves. The final goal our educational approach is to have each student realize and reach his or her full potential.

A Better Chance School offers a variety of innovative, educational classes covering topics such as behavioral therapy, independent living, social, recreational skills, and vocational training. Ongoing specialty classes include Speech and Language, Art, Music, Drumming, and Culinary Arts.

Every student receives an individualized functional academic program. Each student's Individualized Education Plan (IEP) is taught in an integrated manner to ensure consistency and systematic learning. Each goal is broken down into smaller steps, allowing the student to be introduced to new concepts only after they master prerequisites.

Students are regularly assessed, through alternative assessments, portfolios, written documentation, the IEP document, and quarterly progress notes.

Students are mainstreamed into less restrictive programs as soon as possible. Our individualized transition services help students to make a successful transition in their next program. For those students who stay with us until their graduation year, this philosophy does not change. Graduating students of A Better Chance School will transition from school to adult life with many work skills and community experiences that will ensure future success.

The mission of A Better Chance School is to provide people with autism and other developmental disabilities the best possible opportunities for lifetime support, training and assistance in helping them reach their highest potential for independence productivity and fulfillment.

Student Enrollment by Grade Level (School Year 2015–16)

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	0
Grade 3	0
Grade 4	2
Grade 5	3
Grade 6	1
Grade 7	2
Grade 8	5
Ungraded Elementary	0
Grade 9	0
Grade 10	1
Grade 11	3
Grade 12	5
Ungraded Secondary	19
Total Enrollment	42

Student Group	Percent of Total Enrollment
Black or African American	5%
American Indian or Alaska Native	0%
Asian	20%
Filipino	0%
Hispanic or Latino	10%
Native Hawaiian or Pacific Islander	0%
White	40%
Two or More Races	25%
Socioeconomically Disadvantaged	0%
English Learners	0%
Students with Disabilities	100%
Foster Youth	0%

Student Enrollment by Student Group (School Year 2015–16)

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2014–15	School 2015–16	School 2016–17	District 2016–17
With Full Credential	4	4	3	N/A
Without Full Credential	0	1	3	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014–15	2015–16	2016–17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	N/A	N/A
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015–16)

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

Year and month in which the data were collected: March 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1.Edmark Level 1 2.Worldly Wise Third Ed. 3.Open Court Reading: Sound and Letter Skills 4.Open Court Reading: Language Arts Skills 5.Worldly Wise Third Edition 6. Open Court Reading: First Reader 7.Open Court Reading: Second Reader 8.Open Court Reading 1-1 9. Open Court Reading 1-2 10.Flash Skills Sight Words 11.Worldly Wise Third Edition 12.Open Court Reading 2-1 13. Open Court Reading 2-2 14.Open Court Reading: Inquiry Journal: Level 2 15.Open Court Reading: Comprehension & Language Arts Skills 16.Worldly Wise Third Edition 17.Open Court Reading: Comprehension & Language Arts Skills 18.Open Court Reading: Inquiry Journal 19.Open Court Reading 3-1 20.Open Court Reading 3-2 21.Words Their Way: Word Sorts for Syllables & Affixes Spellers 22.Edmark Level 2 23.Open Court Reading Level 4	1. Pro-Ed (Yes) 2. School Speciality 2012 (Yes) 3. SRA/McGraw Hill (Yes) 4. SRA/McGraw Hill 2002/2005(Yes) 5. School Speciality 2012 (Yes) 6. SRA/McGraw Hill 2002 (Yes) 7. SRA/McGraw Hill 2002 (Yes) 8. SRA/McGraw Hill (Yes) 9. SRA/McGraw Hill (Yes) 10.Spark Educational 2004 (No) 11.School Speciality 2012Y(Yes) 12. SRA/McGraw Hill(Yes) 13.SRA/McGraw Hill 2002(Yes) 14.SRA/ McGraw Hill 2002(Yes) 15.SRA/McGraw Hill (Yes) 16.School Speciality 2012(Yes) 17. SRA/McGraw Hill 2005(Yes) 18.SRA/McGraw Hill (Yes) 19. SRA/McGraw Hill 2002(Yes) 20.SRA/McGraw Hill(Yes) 21.Pearson/Merrill/Prentice Hall 2005(Yes) 22.Pro-Ed(Yes) 23.SRA/McGraw Hill 2005(Yes) 24. SRA/McGraw Hill 2005(Yes) 25.SRA/McGraw Hill 2005(Yes) 26.American Education Publishing 1999(Yes) 27.SRA/McGraw Hill 2002 (Yes) 28.SRA/McGraw Hill	0%

	<p>Open Court Reading: 24.Comprehension & Language Arts Skills 25.Open Court Reading: Writers's Workbook Level 4 26.Master Skills Reading Grade 4 27.Open Court Reading Level 5 28.Open Court Reading: Inquiry Journal 29.Open Court Reading: Comprehension & Language Arts Skills 30.Spectrum Reading 31.Spelling Skills 32.Glencoe Literature, Course 1 33.Skill Sharpener's Reading 34.Words & Vocabulary Basic, Not Boring Series 35.Bravo: Vol 36.Glencoe Literature, Course 2 37.Bravo: Vol 2 38.Glencoe Literature, Course 3</p>	<p>2002(Yes) 29.SRA/McGraw Hill 2002(Yes) 30.School Speciality Publishing 2007(Yes) 31.Harcourt Family Learning 2005(Yes) 32.Glencoe/McGraw Hill(Yes) 33.Evan Moor Educational Publishing 2005(No) 34.Incentive Publications 1997(Yes) 35.McDougal Littell Inc 1998(Yes) 36.Glencoe/McGraw Hill 2009(Yes) 37.McDougal Littell Inc (Yes) 38.Glencoe/McGraw Hill(Yes)</p>	
<p>Mathematics</p>	<p>1.Touch Math Unit Pre-K 2.Touch Math Unit K1 3.Touch Math Unit K2 4.Touch Math Unit K3 5.Touch Math Unit K4 6.Math Connects Grade K 7.Practice and Lean Math 8.Transition Math 9.Math Connects Grade 1 10.Harcourt Math Workbook 11.Math Connects Grade 2 12.Harcourt Math-Caliornia Ed. 13.Math Connects Grade 3 14.Kumon Math Workbooks: Word Problems 15.Family Math for Young Children 16.Math Through Languagae : Making Words Add Up 17.Harcourt Math-Caliornia Ed. 18.Spectrum Math 19.Harcourt Math Level 6 20.Math 21.Money Math- Real</p>	<p>1.Innovative Learning Concepts 2011(Yes) 2.Innovative Learning Concepts 2011(Yes) 3.Innovative Learning Concepts 2011(Yes) 4.Innovative Learning Concepts 2011(Yes) 5.Innovative Learning Concepts 2011(Yes) 6.Macmillan/McGraw Hill Math 2009(Yes) 7.Learning Train 2007(Yes) 8.School Zone 2004(Yes) 9.Macmillan/McGraw Hill 2009(Yes) 10.Harcourt 2002(Yes) 11.Mcmillian/McGraw Hill 2009(Yes) 12.Harcourt 2002(Yes) 13.Macmillian/McGraw Hill 2009(Yes) 14.Kumon Publishing(No) 15.The Regents of UC 1997(No) 16.RIC Publications 1996(No) 17.Harcourt 2002(Yes) 18.Spectrum Math(Yes) 19.Harcourt School(Yes) 20.School Zone 2000(No) 21.PCI 1999(No) 22.PCI 1999(No) 23.Prentice Hall(Yes)</p>	<p>0%</p>

	<p>Life Shopping 22. Money Math- Basic Menu Math 23. Pre-Algebra Practice Workbook 24. Pre-Algebra- Ca.Ed. 25. Glencoe Pre- Algebra</p>	<p>24. Prentice Hall 2001(Yes) 25. Glencoe/McGraw Hill</p>	
Science	<p>1. Harcourt Science Activity Book Level K 2. Harcourt Science Level 1 3. Beginning Geography: How to Use a Map Vol 1 4. Harcourt Science Level 5. Harcourt Science Level 3 6. Harcourt Science Level 4 7. Harcourt Science Level 5 8. Harcourt Science Level 6 9. Holt Science and Technology: Earth Science 10. Holt Science and Technology: Life & Science 11. Holt Science and Technology: Physical Science 12. Exploring Physical Science</p>	<p>1. Harcourt(Yes) 2. SRA/ McGraw Hill(Yes) 3. Evan Moor Educational Publishing 1991(No) 4. Harcourt(Yes) 5. Harcourt 2000(Yes) 6. Harcourt(Yes) 7. Harcourt School(Yes) 8. Harcourt School(Yes) 9. Holt, Rinehart & Winston 2001(Yes) 10. Holt, Rinehart & Winston 2001, 2005(Yes) 11. Holt, Rinehart & Winston(Yes) 12. Prentice Hall 2001(Yes)</p>	0%
History-Social Science	<p>1. Friends and Neighbors Activity Book 2. People and Places Textbook 3. People and Places Workbook 4. We Live Together Workbook 5. We Live Together Workbook 6. Our Communities: Practice and Activity Workbook 7. Our Communities Textbook 8. The Complete Book of United States History 9. California Vistas: Our Golden State 10. Harcourt Bruce Social Studies -CA 11. Classroom Atlas 12. The United States- It's History and Neighbors 13. Harcourt Bruce Social Studies -Ancient Civilizations</p>	<p>1. Macmillan/McGraw(Yes) 2. Macmillan/McGraw Hill(Yes) 3. Macmillan/McGraw Hill(Yes) 4. Mcmillian/McGraw Hill(Yes) 5. Macmillian/McGraw Hill(Yes) 6. Macmillian/McGraw(Yes) 7. Macmillian/McGraw Hill(Yes) 8. McGraw Hill 2002(Yes) 9. Macmillan/McGraw Hill(Yes) 10. Harcourt & Bruce 2000(Yes) 11. Rand McNally 1997(Yes) 12. HBJ 1991(Yes) 13. Harcourt & Bruce 2002(Yes) 14. SRA/McGraw Hill 2007(Yes) 15. AGS 2001(Yes) 16. Harcourt & Bruce 2002(Yes) 17. Houghton Mifflin</p>	0%

	14. California Vistas: Ancient Civilizations 15. World Geography 16. Harcourt Bruce Social Studies: 17. Early United States Across the Centuries 18. TCI History Alive: Medieval World & Beyond 19. TCI History Alive: US Through Industrialism 20. American Government	1999(Yes) 18. TCI(Yes) 19. TCI(Yes) 20. Pearson/Prentice Hall 2005(Yes)	
Foreign Language	N/A	N/A	N/A
Health	1. Health & Wellness: big Ideas Book, Grade K 2. Health & Wellness: Big Ideas Book, Grade 1 3. Health & Wellness: Big Ideas Book, Grade 2 4. Health & Wellness: Grade 3 5. Open Court Reading: Inquiry Journal 6. Health & Wellness Grade 4 7. Health & Wellness Grade 5 8. Teen Health : Course 1 9. Teen Health : Course 2 10. Teen Health: Course 3	1. Macmillian/McGraw Hill 2008(Yes) 2. Macmillian/McGraw Hill 2008(Yes) 3. Macmillian/McGraw Hill(Yes) 4. Macmillian/McGraw Hill(Yes) 5. SRA/McGraw Hill(Yes) 6. Macmillian/McGraw Hill 2008(Yes) 7. Macmillian/McGraw Hill (Yes) 8. Glencoe/McGraw Hill(Yes) 9. Glencoe/McGraw Hill 2009(Yes) 10. Glencoe/McGraw Hill 2009(Yes)	0%
Visual and Performing Arts	1. Art Connections- Grade K 2. Art Connections- Grade 1 3. Art Connection Grade 2 4. Art Connections Gade 3 5. Art Connections Grade 4 6. Exploring Art 7. Introducing Art 8. Understanding Art	1. SRA/McGraw Hill 2005(Yes) 2. SRA/McGraw Hill(Yes) 3. SRA/McGraw Hill 2005(Yes) 4. SRA/McGraw Hill 2005(Yes) 5. SRA/McGraw Hill 2005(Yes) 6. Glencoe/McGraw Hill 2005(Yes) 7. Glencoe/McGraw Hill 2007(Yes) 8. Glencoe/McGraw Hill(Yes)	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements

A Better Chance School resides in a recently constructed site as of October 2004. The facilities are clean and comfortable.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: March 2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Year and month of the most recent FIT report: March 2016

Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the

CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
English Language Arts/Literacy (grades 3-8 and 11)	--	--	N/A	N/A	44	48
Mathematics (grades 3-8 and 11)	--	--	N/A	N/A	34	36

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015–16)

ELA – Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the

number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA – Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

ELA – Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

ELA -- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

ELA – Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

ELA – Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

ELA – Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015–16)**

Mathematics – Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Mathematics – Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Mathematics – Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Mathematics – Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs assessments.

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

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

Mathematics – Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Mathematics – Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Mathematics – Grade 11

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	--	N/A	N/A	N/A	60	56	54

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

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015–16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	--	--	--
9	--	--	--

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

Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016–17)

A Better Chance School has regular parent meetings which allow any parent or caregiver of our students to participate. Additionally, parents are welcome to visit or maintain regular correspondence with classroom teachers and staff.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Dropout Rate	0	0	0	N/A	N/A	N/A	11.4	11.5	10.7
Graduation Rate	100%	100%	100%	N/A	N/A	N/A	80.44	80.95	82.27

Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

Student Group	School *	District	State
All Students	0	N/A	85.66
Black or African American	0	N/A	76.88
American Indian or Alaska Native	0	N/A	74.87
Asian	0	N/A	92.78
Filipino	0	N/A	96.8
Hispanic or Latino	0	N/A	84.49

Native Hawaiian or Pacific Islander	0	N/A	84.88
White	0	N/A	87.23
Two or More Races	0	N/A	91.36
Socioeconomically Disadvantaged	0	N/A	76.61
English Learners	0	N/A	50.9
Students with Disabilities	0	N/A	68.38
Foster Youth	0	N/A	--

*Students receive a Certificate of Completion after turning 22 years of age

• **State Priority: School Climate**

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0	0	0	N/A	N/A	N/A	4.36	3.80	3.65
Expulsions	0	0	0	N/A	N/A	N/A	0.10	0.09	0.09

School Safety Plan (School Year 2016-17)

A Better Chance School provides monthly fire drills for both fire and earthquake preparedness procedures for our entire campus
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C. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other	8	5	4	0	8	5	4	0	8	6	4	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	5	0	0	8	5	0	0	8	6	0	0
Mathematics	8	5	0	0	8	5	0	0	8	6	0	0
Science	8	5	0	0	8	5	0	0	8	6	0	0
Social Science	8	5	0	0	8	5	0	0	8	6	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015–16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	29	2
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist (non-teaching)	0	N/A
Other	4	N/A

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014–15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$59,686.47	\$59,686.47	\$59,686.47	\$43,800
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,677	75,837
Percent Difference – School Site and State	N/A	N/A	N/A	\$15,380

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

Types of Services Funded (Fiscal Year 2015–16)

A Better Chance School is funded through different School Districts within the East Bay of San Francisco

Professional Development

A Better Chance School is focused on lifelong learning not only for our students, but our staff as well. Our teachers are given 50% stipend towards continuing education programs including credential program and advanced degrees. Our support staffs are also eligible for a 50% tuition reimbursement towards continuing education. Staff Training Development Days occur two full days per year and one partial day per month. Teachers receive an additional three professional development days per year.