

School Accountability Report Card

Reported Using Data from the 2017–18 School Year

California Department of Education

For ... School

Address: 4138 Lakeside Drive, Richmond, CA 94806

Phone: 510-262-1500

Principal: 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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 2018–19)

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 2018–19)

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 and 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 2017–18)

Grade Level	Number of Students
<u>Kindergarten</u>	<u>0</u>
<u>Grade 1</u>	<u>0</u>
<u>Grade 2</u>	<u>0</u>
<u>Grade 3</u>	<u>2</u>
<u>Grade 4</u>	<u>0</u>
<u>Grade 5</u>	<u>0</u>
<u>Grade 6</u>	<u>3</u>
<u>Grade 7</u>	<u>5</u>
<u>Grade 8</u>	<u>2</u>
<u>Ungraded Elementary</u>	<u>0</u>
<u>Grade 9</u>	<u>5</u>
<u>Grade 10</u>	<u>4</u>
<u>Grade 11</u>	<u>1</u>
<u>Grade 12</u>	<u>23</u>
<u>Ungraded Secondary</u>	<u>0</u>
<u>Total Enrollment</u>	<u>45</u>

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	10%
American Indian or Alaska Native	0
Asian	10%
Filipino	0
Hispanic or Latino	5%
Native Hawaiian or Pacific Islander	0
White	75%
Two or More Races	10
Socioeconomically Disadvantaged	0
English Learners	0
Students with Disabilities	100%
Foster Youth	0

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 2016–17	School 2017–18	School 2018–19	District 2018–19
With Full Credential	3	4	3	N/A
Without Full Credential	3	2	3	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials
(School Year 2018–19)**

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1. California Journeys 2. California Collections	Yes	
Mathematics	1. Go Math 2. Reveal Math 3. Glencoe Algebra	Yes	
Science	1. Inspire Science	Yes	
History-Social Science	1. Impact California 2. HMH Social Studies: United States Government 3.	Yes	
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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 2014
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 1, 2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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 1, 2018

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
English Language Arts/Literacy (grades 3-8 and 11)	--	--	N/A	N/A	48%	50%
Mathematics (grades 3-8 and 11)	--	--	N/A	N/A	37%	38%

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.

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017–18)**

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018–19)

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 2014–15	School 2015–16	District 2014–15	District 2015–16	State 2014–15	State 2015–16
Dropout Rate	0	0	N/A	N/A	10.7%	9.7%
Graduation Rate	100%	100%	N/A	N/A	82.34%	83.8%

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

Indicator	School 2016–17	District 2016–17	State 2016–17
Dropout Rate	0	N/A	9.1%
Graduation Rate	100%	N/A	82.7%

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements – Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	0	N/A	88.7%
Black or African American	0	N/A	82.2%
American Indian or Alaska Native	0	N/A	82.8%
Asian	0	N/A	94.9%
Filipino	0	N/A	93.5%
Hispanic or Latino	0	N/A	86.5%
Native Hawaiian or Pacific Islander	0	N/A	88.6%
White	0	N/A	92.1%
Two or More Races	0	N/A	91.2%
Socioeconomically Disadvantaged	0	N/A	88.6%
English Learners	0	N/A	56.7%
Students with Disabilities	0	N/A	67.1%
Foster Youth	0	N/A	74.1%

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 2015– 16	School 2016– 17	School 2017– 18	District 2015– 16	District 2016– 17	District 2017– 18	State 2015– 16	State 2016– 17	State 2017– 18
Suspensions	0	0	0	N/A	N/A	N/A	3.7%	3.7%	3.5%
Expulsions	0	0	0	N/A	N/A	N/A	0.1%	0.1%	0.1%

School Safety Plan (School Year 2018–19)

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2015–16)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	8	6	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	8	6	0	0

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

**"Other" category is for multi-grade level classes.
Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	8	6	6	0

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

**“Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015–16)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	8	6	0	0
Mathematics	8	6	0	0
Science	8	6	0	0
Social Science	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	8	6	0	0
Mathematics	8	6	0	0
Science	8	6	0	0
Social Science	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	8	6	0	0
Mathematics	8	6	0	0
Science	8	6	0	0
Social Science	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 2017–18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	26	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 2016–17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	\$15,000	\$50,000
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	\$7,125	\$80,764
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2017-18)

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 a 100% stipend towards continuing education programs including credential program and advanced degrees. Our support staff is also eligible for a 50% tuition reimbursement towards continuing education. Staff Training/Development Days occurs two full days per year and one partial day per month. Teachers receive an additional three professional development days per year.