

# **A Better Chance / California Autism Foundation**

## **2021–22 School Accountability Report Card**

### **Reported Using Data from the 2021–22 School Year**

#### **California Department of Education**

**Address:**

4138 Lakeside Dr.  
Richmond, CA , 94806-4806

**Principal:**

Edith Molinier

**Phone:**

**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 and access to prior year reports, 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student

groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### **Internet Access**

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

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## **About This School**

### **Edith Molinier**

Principal, A Better Chance / California Autism Foundation

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### **About Our School**

Dr. Edith Molinier, Ph.D

Director of Special Education, School Principal, A Better Chance School

California Autism Foundation [www.calautism.org](http://www.calautism.org)

Phone: (510) 262-1500 ext101

Fax : (510) 262-1540

#### **Contact**

A Better Chance / California Autism Foundation

4138 Lakeside Dr.

Richmond, CA 94806-4806

Phone:

Email: [emolinier@calautism.org](mailto:emolinier@calautism.org)

#### **Contact Information (School Year 2022–23)**

#### **District Contact Information (School Year 2022–23)**

##### **District Name**

West Contra Costa Unified

##### **Phone Number**

510-231-1100

##### **Superintendent**

Hurst, Kenneth

##### **Email Address**

[chris.hurst@wccusd.net](mailto:chris.hurst@wccusd.net)

##### **Website**

<https://www.wccusd.net/superintendent>

#### **School Contact Information (School Year 2022–23)**

**School Name**

A Better Chance / California Autism Foundation

**Street**

4138 Lakeside Dr.

**City, State, Zip**

Richmond, CA , 94806-4806

**Phone Number****Principal**

Edith Molinier

**Email Address**

[emolinier@calautism.org](mailto:emolinier@calautism.org)

**Website**

<https://www.calautism.org/>

**County-District-School (CDS) Code**

07617967100456

*Last updated: 2/1/23*

**School Description and Mission Statement (School Year 2022–23)**

The mission of the California Autism Foundation is to provide people with autism and other developmental disabilities the best possible opportunities for lifetime support, training and assistance to help them reach their highest potential for independence , productivity and fulfillment.

ABC School is a non-public school that serves children and young adults from ages 6 to 22 that have autism and other developmental disabilities. ABC School offers community-based programming which provide students the opportunity to learn generalized skills that are transferable to daily real world settings in addition to the classroom environment. ABC School's highly specialized curriculum and highly trained staff, excel in helping students who have been unable to succeed elsewhere. ABC School's functional skills curriculum includes math, language arts, vocational training, culinary classes, art classes, music classes, travel training and self-help skills.

ABC School utilizes Applied Behavior Analysis (ABA), TEACCH structured teaching methodologies, Pivotal Response Training, and Community Based Instruction (CBI). ABC School specializes in behavior management, offering a positive behavior support approach to maladaptive behaviors that prevent the student from being successful in a less restricted environment. Utilizing a team approach, students are regularly assessed to determine skill acquisition and maintenance in accordance with the Individualized Education Plan (IEP) goals. ABC provides 1:2 staff to student support unless otherwise specified in a student's IEP.

Workability vocational training and transition preparation program for students 16 years of age and older is provided. In this comprehensive program, students are assessed to identify areas of strength and employable skills and then matched with an employment opportunity in the local community. Students receive training to include: mock interview trials, job application practice, mobility training with public transportation, budgeting and banking skills, problem solving, and

safety skills within the work environment. Additionally, Students receive on the job training through staff assistance and job coaching and bi-weekly paychecks!

Current Workability vocational training sites for students at the A Better Chance School:

- Western Contra Costa Transit Authority (aka “WestCAT”)
- Milo Foundation
- RabbitEars Pet Supply
- Courtyard Marriott Hotel
- The Richmond Memorial Auditorium
- Accurate Auto Body
- The Watershed Project
- East Bay Regional Park District

Graduating students of ABC School receive a Certificate of Completion and will transition from school to adult life with confidence, work skills and community experiences that will promote future success.

*Last updated: 1/31/23*

**Student Enrollment by Grade Level (School Year 2021–22)**

<b>Grade Level</b>	<b>Number of Students</b>
Grade 1	1
Grade 3	1
Grade 5	2
Grade 6	4
Grade 7	1
Grade 9	1
Grade 10	9
Grade 11	11
Grade 12	15
Total Enrollment	45

Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

*Last updated: 1/31/23*

**Student Enrollment by Student Group (School Year 2021–22)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Female	8.00%
Male	37.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	10.00%
Black or African American	9.00%
Filipino	2.00%
Hispanic or Latino	4.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.00%
White	14.00%
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
English Learners	3.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	3.00%
Students with Disabilities	45.00%

## **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 Preparation and Placement (School Year 2020–21)**

<b>Authorization/Assignment</b>	<b>School</b>	<b>School</b>	<b>District</b>	<b>District</b>	<b>State Num</b>	<b>State Perc</b>
Fully (Preliminary or Clear) Credentialed for	6	85	0	0		
Intern Credential Holders Properly Assigned	1	15	0	0		
Teachers Without Credentials and	0	0	0	0		
Credentialed Teachers Assigned Out-of-Field	0	0	0	0		
Unknown	0	0	0	0		
<b>Total Teaching Positions</b>	<b>6</b>	<b>100</b>	<b>0</b>	<b>0</b>		

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

*Last updated: 1/31/23*

**Teacher Preparation and Placement (School Year 2021–22)**

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

*Last updated: 1/31/23*

**Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	0

*Last updated:*

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

<b>Indicator</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

*Last updated:*

**Class Assignments**

<b>Indicator</b>	<b>2020– 21</b>	<b>2021– 22</b>
Misassignments for English Learners (a percentage of all the classes with English	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught	0	0

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

*Last updated:*

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)**

Year and month in which the data were collected: August 2020

<b>Subject</b>	<b>Textbooks and Other Instructional</b>	<b>From Most Recent</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/ Language Arts	1. California Journeys	Yes	0%
Mathematics	1. Go Math 2. Reveal Math 3. Glencoe Algebra	Yes	0%

Subject	Textbooks and Other Instructional	From Most Recent	Percent Students Lacking Own Assigned Copy
Science	1. Inspire Science	Yes	0%
History-Social Science	1. Impact California 2. HMH Social	Yes	0%
Foreign Language	N/A	Yes	0%
Health	N/A	Yes	0%
Visual and	N/A	Yes	0%
Science Lab	N/A	N/A	0%

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

*Last updated: 1/31/23*

#### **School Facility Conditions and Planned Improvements**

A Better Chance School facility is cleaned daily to be in compliance with the school's COVID safety protocols; renovated to be more comfortable and safe for students and faculty; with no reports of damage or need to make corrections from fire inspector.

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*Last updated: 1/31/23*

#### **School Facility Good Repair Status**

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

System Inspected	Rat	Repair Needed and Action Taken
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Go	
<b>Interior:</b> Interior Surfaces	Go	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin	Go	



System Inspected	Rat	Repair Needed and Action Taken
<b>Electrical:</b> Electrical	Go	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Go	
<b>Safety:</b> Fire Safety, Hazardous Materials	Go	
<b>Structural:</b> Structural Damage, Roofs	Go	
<b>External:</b> Playground/School Grounds, Windows/	Go	

### Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Exemplary
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*Last updated: 1/31/23*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  - California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready:** 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 taking and completing a state-administered  
assessment  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School	School	District	District	State 2020–	State 2021–
English Language Arts / Literacy (grades 3-8)	N/A	%	N/A	0%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A		N/A	0%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

*Last updated: 1/31/23*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not	Percent Met or Exceeded
All Students	45	0	0	100	0
Female	8	0	0	100	0
Male	37	0	0	100	0
American Indian or Alaska Native	0	0	0	100	0
Asian	10	0	0	100	0
Black or African American	9	0	0	100	0

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not	Percent Met or Exceed
Filipino	2	0	0	100	0
Hispanic or Latino	4	0	0	100	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	6	0	0	100	0
White	14	0	0	100	0
English Learners	3	0	0	100	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	3	0	0	100	0
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	45	0	0	100	0

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.

*Last updated: 1/31/23*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not</b>	<b>Percent Met or Exceeded</b>
All Students	45	0	0	100	0
Female	8	0	0	100	0
Male	37	0	0	100	0
American Indian or Alaska Native	0	0	0	0	0
Asian	10	0	0	100	0
Black or African American	9		0	100	0
Filipino	2	0	0	100	0
Hispanic or Latino	4	0	0	100	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	6	0	0	100	0
White	14	0	0	100	0
English Learners	3	0	0	100	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	3	0	0	100	0
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	45	0	0	100	0

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.

*Last updated: 1/31/23*

**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 2020–	School 2021–	District	District	State 2020–	State 2021–
Science (grades 5, 8, and high school)	NT				28.5	29.47

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

*Last updated: 1/31/23*

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not	Percent Met or Exceeded
All Students	45	0	0	100	0
Female	8	0	0	100	0
Male	37	0	0	100	0
American Indian or Alaska Native	0	0	0	100	0
Asian	10	0	0	100	0
Black or African American	9	0	0	100	0
Filipino	2	0	0	100	0
Hispanic or Latino	4	0	0	100	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	6	0	0	100	0

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not</b>	<b>Percent Met or Exceed</b>
White	14	0	0	100	0
English Learners	3	0	0	100	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	3	0	0	100	0
Students Receiving Migrant Education	0	0	0	0	0
Students with Disabilities	45	0	0	100	0

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.

*Last updated: 1/31/23*

### **Career Technical Education (CTE) Programs (School Year 2021–22)**

Workability vocational training and transition preparation program for students 16 years of age and older is provided. In this comprehensive program, students are assessed to identify areas of strength and employable skills and then matched with an employment opportunity in the local community. Students receive training to include: mock interview trials, job application practice, mobility training with public transportation, budgeting and banking skills, problem solving, and safety skills within the work environment.

Additionally, Students receive on the job training through staff assistance and job coaching and biweekly paychecks! Students have specific goals as part of their IEP and ITP plans designed to prepare them for post-graduation and independent living. Current Workability vocational training sites for students at the A Better Chance School: • Milo Foundation The Richmond Memorial Auditorium • The Watershed Project • East Bay Regional Park District.

Graduating students of ABC School receive a Certificate of Completion and will transition from school to adult life with confidence, work skills and community experiences that will promote future success.

*Last updated: 1/31/23*

### **Career Technical Education (CTE) Participation (School Year 2021–22)**

<b>Measure</b>	<b>CTE Program</b>
Number of Pupils Participating in CTE	16
Percent of Pupils that Complete a CTE Program and Earn a High School	--

Measure	CTE Program
Percent of CTE Courses that are Sequenced or Articulated Between the	--

*Last updated: 1/31/23*

### **Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Perce
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

*Last updated: 2/1/23*

### **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 2021–22)**

#### **Percentage of Students Participating in each of the five Fitness Components**

G ra	Compon ent 1:	Component 2: Abdominal	Component 3: Trunk Extensor and	Component 4: Upper Body	Comp onent
5	0%	0%	0%	0%	0%
7	0%	0%	0%	0%	0%
9	0%	0%	0%	0%	0%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

*Last updated: 2/1/23*

### **C. Engagement**

#### **State Priority: Parental Involvement**

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

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

#### **Opportunities for Parental Involvement (School Year 2022–23)**

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 (adhering to Covid-19 safety protocols), 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;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019–	School 2020–	School 2021–	District	District	District	State 2019–	State 2020–	State 2021–
Dropout Rate	0%	0%	0%	6.3%	5.8%	8.1%	8.9%	9.4%	7.8%
Graduation				80.3%	84.1%	85.5%	84.2%	83.6%	87.0%

*Last updated: 2/1/23*

**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2021–22)**

100% of the enrolled students at A Better Chance School are on track to receive a Certificate of Completion when they "age out" at 22 years of age.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0
Female	0	0	0
Male	0	0	0
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0



<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	0	0	0
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

*Last updated: 2/1/23*

**Chronic Absenteeism by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	45	0	0	0
Female	0	0	0	0
Male	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	0	0	0	0

Student Group	Cumulative Enrollment	Chronic Absenteesism Eligible	Chronic Absenteesism Count	Chronic Absenteesism Rate
White	0	0	0	0
English Learners	0	0	0	0
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0
Students Receiving Migrant Education	0	0	0	0
Students with Disabilities	0	0	0	0

*Last updated: 2/1/23*

### **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 for School Year 2019–20 Only (data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.00%	0.00%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

### **Suspensions and Expulsions**

**(data collected between July through June, each full school year respectively)**

<b>Rate</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>State 2020–21</b>	<b>State 2021–22</b>
Suspensions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

*Last updated: 2/1/23*

**Suspensions and Expulsions by Student Group  
(School Year 2021–22)**

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

Last updated: 2/1/23

### School Safety Plan (School Year 2022–23)

A Better Chance School provides monthly fire drills for both fire and earthquake preparedness procedures for our entire campus. In addition, in lieu of Covid-19 and the subsequent nationwide school closures, A Better Chance School secured enough PPE (personal protective equipment: masks, gloves, hand-sanitizer etc.) for all staff and students who will tolerate PPE (mainly masks), as well as having prepared the campus for appropriate social distancing. When A Better Chance School was able to re-open in the fall of 2021, we did so operating under strict Covid Safety Plans that were approved by the Contra Costa County Superintendent of Schools and Public Health Authorities.

Last updated: 2/1/23

### 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 2019–20

Grade	Average Class	Number of	Number of Classes*	Number of
K	7.00	0	0	0
1	7.00	0	0	0
2	7.00	0	0	0
3	7.00	0	0	0
4	7.00	0	0	0
5	7.00	0	0	0
6	7.00	0	0	0
Other**	7.00	0	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 2020–21

Grade	Average Class	Number of	Number of Classes*	Number of
K	7.00	0	0	0
1	7.00	0	0	0
2	7.00	0	0	0
3	7.00	0	0	0

<b>Grade</b>	<b>Average Class</b>	<b>Number of</b>	<b>Number of Classes*</b>	<b>Number of</b>
4	7.00	0	0	0
5	7.00	0	0	0
6	7.00	0	0	0
Other**	7.00	0	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 2021–22**

<b>Grade</b>	<b>Average Class</b>	<b>Number of</b>	<b>Number of Classes*</b>	<b>Number of</b>
K	7.00	0	0	0
1	7.00	0	0	0
2	7.00	0	0	0
3	7.00	0	0	0
4	7.00	0	0	0
5	7.00	0	0	0
6	7.00	0	0	0
Other**	7.00	0	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 (Secondary) (School Year 2019–20)**

<b>Subject</b>	<b>Average</b>	<b>Number of</b>	<b>Number of</b>	<b>Number of</b>
English	7.00	0	0	0
Mathematics	7.00	0	0	0
Science	7.00	0	0	0
Social Science	7.00	0	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 2020–21)**

Subject	Average	Number of	Number of	Number of
English	7.00	0	0	0
Mathematics	7.00	0	0	0
Science	7.00	0	0	0
Social Science	7.00	0	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 2021–22)**

Subject	Average	Number of	Number of	Number of
English	7.00	0	0	0
Mathematics	7.00	0	0	0
Science	7.00	0	0	0
Social Science	7.00	0	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.

*Last updated: 2/1/23*

**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

Title	Ratio
Pupils to Academic Counselor*	7

\* 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.

*Last updated: 2/1/23*

**Student Support Services Staff (School Year 2021–22)**

<b>Title</b>	<b>Number of FTE* Assigned to</b>
Counselor (Academic, Social/Behavioral or Career)	1.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	0.00

\* 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.

*Last updated: 2/1/23*

#### **Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

<b>Level</b>	<b>Total</b>	<b>Expenditures Per</b>	<b>Expenditures Per</b>	<b>Average</b>
School Site	\$80.00	\$70.00	\$90.00	\$60.00
District	N/A	N/A	\$90.00	\$60.00
Percent Difference –	N/A	N/A	0.00%	0.00%
State	N/A	N/A	--	--
Percent Difference –	N/A	N/A	0.00%	3.00%

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

*Last updated: 2/1/23*

#### **Types of Services Funded (Fiscal Year 2021–22)**

A Better Chance School focuses on the whole child. We specialize in serving students diagnosed with severe autism and special needs . We are dedicated to making our school environment a wonderful place where students can demonstrate success not only academically, vocationally, socially and emotionally but also behaviorally . Our staff takes pride in providing a nurturing positive, caring, and stimulating community based setting where students have opportunities to thrive and maximize their potential. Not only are our students expected to achieve their benchmarks and annual IEP goals, both academically and behaviorally; they are supported and nurtured to develop their own unique and special talents and gifts, with the goal of giving them as many functional skills as possible so they can access a maximized independence.

Teachers and support staff are dedicated to tailor a highly individualized instruction in collaboration with our Occupational therapist and Speech therapists to support all learners at all learning levels and address communication and sensory /fine and gross motor skills deficits. Interventions are in place academically and behaviorally to help students succeed. All learners are valued and challenged as evidenced in our classrooms. Our students have access to individualized 1/1 academic activities as well as group therapy sessions, art therapy, music therapy,swimming therapy, cooking class, workability and modified PE daily.Lesson delivery is varied to reach all learning modalities.

The achievement of excellence in a school community is only possible with the cooperation and dedication of parents, students, district and teachers working together.A Better Chance School serves students between the age of 6 years old and 22 years old and from all over the Bay area. (over 20 school districts).Our program is united to make our school the best learning environment possible in a sensory mindful way. Our non verbal or partially verbal students receive AAC support from our AAC SLP specialist. (alternative and augmentative communication support speech and language pathologist).

*Last updated: 2/1/23*

**Teacher and Administrative Salaries (Fiscal Year 2020–21)**

Category	District	State Average For Districts In Same
Beginning Teacher Salary	\$50.00	--
Mid-Range Teacher Salary	\$70.00	--
Highest Teacher Salary	\$90.00	--
Average Principal Salary	\$90.00	--
Average Principal Salary (Middle)	\$90.00	--
Average Principal Salary (High)	\$90.00	--
Superintendent Salary	\$90.00	--
Percent of Budget for Teacher	30.00%	--
Percent of Budget for Administrative	6.00%	--

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

*Last updated: 2/1/23*

**Advanced Placement (AP) Courses (School Year 2021–22)**

**Percent of Students in AP Courses 0 %**

Subject	Number of AP Courses Offered*
Computer Science	0



<b>Subject</b>	<b>Number of AP Courses Offered*</b>
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

\* Where there are student course enrollments of at least one student.

*Last updated: 2/1/23*

### **Professional Development**

<b>Measure</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Number of school days dedicated to Staff Development and Continuous	2	2	2