

# School Accountability Report Card Reported for School Year 2009-10

*Published During 2010-11*



## **SPECTRUM CENTER – DEANZA CAMPUS**

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## **I. Data and Access**

Spectrum Center Schools SARC reports are available on our web site at: [spectrumschools.com](http://spectrumschools.com)

## **II. About This School**

### **School Description and Mission Statement**

#### **About this school:**

Spectrum Center Schools have been serving special needs students with since 1975. We are a California Department of Education certified nonpublic school program.

Spectrum Center offers a nonpublic school transitional program on the DeAnza High School campus. Students in this classroom range in age from 14 to 22 with challenging educational needs and a history of challenging behaviors. Disabilities may include: autism, intellectual disabilities, emotional disturbance, deaf, blind, and hearing impaired.

Students learn functional academics, develop and use social skills in the community as well as on the campus. There are multiple opportunities for community integration and develop vocational skills beginning in the classroom and attend community work placements. Student at this site have an ability to make educational progress through interactions with typical peers on the campus and the community.

The school provides a menu of education and related services in the areas of academics, independent living, community integration, recreation/leisure, and vocational training. Communication is addressed across all skill domains. Students also learn social interaction skills across all activities.

Our behavior analytic, data-based approach evaluates curricular, environment, intra-personal and interpersonal variables in designing non-aversive behavior programs to teach pro-social behaviors. Some of our standard evidenced based practices include:

- Applied Behavioral Analysis
- Functional Analysis
- Positive Behavior Intervention Plans
- Positive Behavioral Supports
- Curriculum and Instruction
- State Standards Implementation

Direct Instruction  
 Computer Assisted Technology  
 Discrete Trial Training  
 Ongoing Progress Monitoring  
 Content based Assessments  
 Standardized Assessments

Data is collected academic achievement and on each Individualized Educational Plan (IEP) goal weekly. The data is reviewed monthly to assess the student's progress. Lessons plans are revised as needed to assure student learning. A progress report and/or report card is completed for every students and is provided to both the parent and LEA quarterly per the IEP and master contract.

Spectrum Center Schools monitor progress on targeted campus goals quarterly. An Internal Accountability Review is conducted annually.

**Mission Statement:**

Our mission is to provide personalized, evidence-based educational services for non-traditional learners in collaboration with families and public school districts.

**Opportunities for Parental Involvement**

Parents are involved in the student enrollment process, parent/teacher conferences, IEP development and approval.

In addition, our school attempts to host a parent/care-provider and student social event every other month. These are opportunities for parents to either attend a school event or an after-school event such Back to School Night on the DeAnza Campus, the annual Fall Carnival (on Tara Hills campus), Thanksgiving Feast. These events give parents/care-providers the opportunity to see what their children are learning and how much they are working on building their social skills. Parents/care-providers also have the opportunity to meet other parents/care-providers, which can help with finding out resources for their children and themselves.

Teachers make weekly phone calls to parents to touch base and share how the child's week went as well as ask for parent input.

When needed, Spectrum Center has provided trainings to help parents with challenges at home, such as ABA principles, video modeling for those with Autism, and many others.

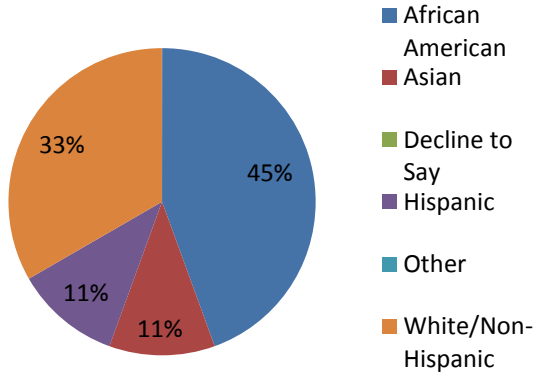
**Student Enrollment by Grade Level (School Year 2009-10) Site information – CAPA could be counted as ungraded**

This table displays the number of students enrolled in each grade level (determined by age) at the school.

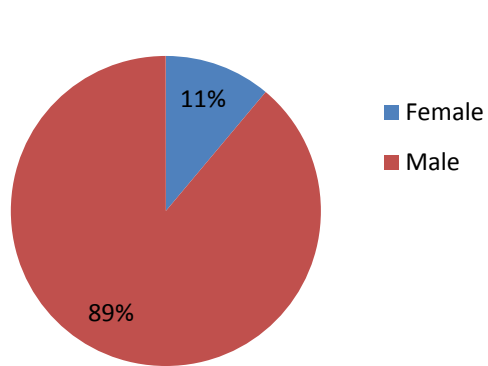
Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Middle	n/a
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Ungraded Elementary	n/a	Ungraded HS	2
Grade 6	0	Post-Secondary	8
Grade 7	0	Total Enrollment	10

# Student Enrollment by Group

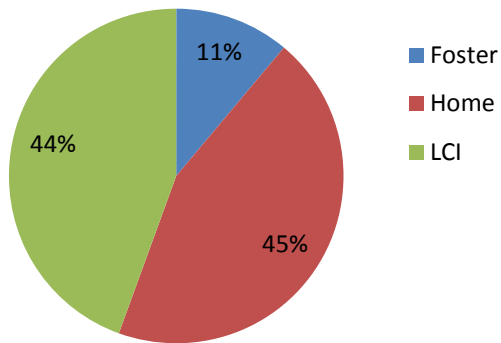
## Diversity



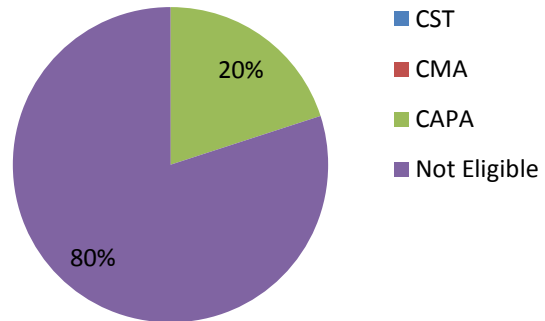
## Gender



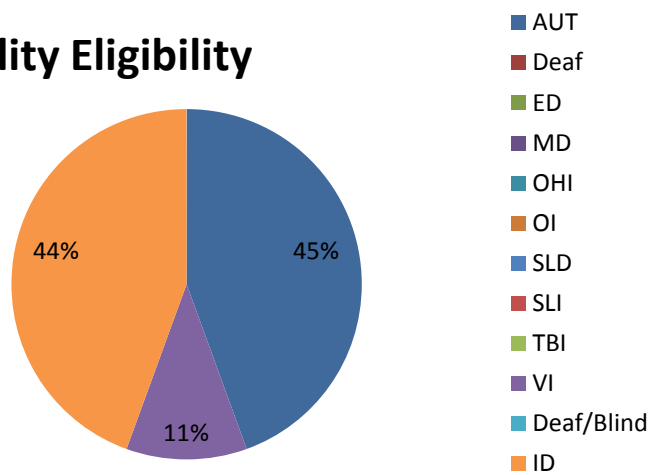
## Residence



## STAR



## Disability Eligibility



## Average Class Size

Our model is to provide small classroom sizes, due to this our classrooms can be anywhere from 6 to 12 students in a classroom. Students are in classrooms according to age and function level. In the 2009-2010 school year, the DeAnza classroom served an average of 10 students in 1 classroom.

## III. School Climate

### School Safety Plan (School Year 2009-10)

All staff receive required trainings including, but not limited to: 1<sup>st</sup> Aide/CPR, Hughes Bill, incident report writing, emergency preparedness, blood borne pathogens, student supervision, safety in the work place, sexual harassment, abuse reporting and universal precautions.

The classroom is responsible for monitoring monthly classroom safety and risk abatement checklist, maintaining adequate first aide and blood borne pathogen supplies as needed. Morning sweeps of the area around the classroom are conducted to insure the area is secure and free from dangerous debris.

Emergency preparedness includes annual fire drills, monthly earthquake drills, monthly OSHA building checks, an annual fire inspection and an annual disaster drill which includes earthquake preparedness, shelter in place, violent intruder protection and an annual exposure control plan.

### Suspensions and Expulsions

Rate	School		
	2007-08	2008-09	2009-10
Suspensions	0	0	0
Expulsions	0	0	0

## IV. School Facilities

### School Facility Conditions and Improvement Plan (School Year 2010-11)

#### Age of School Buildings:

The Spectrum Center DeAnza Classroom is located on the DeAnza High School Campus located in Richmond on Valley View Road. DeAnza High School is currently being rebuilt on the same site with a completion data in 2013.

#### Maintenance and Repair:

DeAnza High school is maintained by the maintenance department located on the campus. If repairs are required in our classroom, a work order is completed.

#### Cleaning Process and Schedule:

DeAnza Maintenance department is responsible for the cleaning of all areas on the campus.

**Modernizing or New School Construction Projects:** New buildings for this site have been in process since 2009.

### School Facility Good Repair Status (School Year 2010-11)

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

## V. Teachers

### Teacher Credentials

Teachers	School		
	2007-08	2008-09	2009-10
<b>Number of campus classrooms</b>	1	1	1
<b>Clear Level 2</b>	0	0	0
<b>Preliminary Level 1</b>	0	0	1
<b>UIP</b>	1	1	0
<b>PIP/STSP</b>	0	0	0
<b>Emergency Substitute (Classroom Aides)</b>	1	1	1

## VI. Support Staff

### Other Support Staff (School Year 2009-10)

Title	Number of FTE Assigned to School
Senior Clinician	.15
Curriculum & Instructional Specialist	.15
Education Coordinator	.33
Clinical Specialist	0
Vocational Specialist	.15
Behavioral/Instructional Classroom Aides	3
MFT Counselor	0
Speech/Language/Hearing Specialist	.10
Occupational Therapist	.10
Adapted Physical Education	.05
Nurse	0

## VII. Curriculum and Instructional Materials

### Instructional Materials (School Year 2010-11)

Each student at CST and CMA level has a text book which matches the SBE or the local LEA's adapted text books in each academic area at his/her grade level. In addition Spectrum Center provides supplemental materials as appropriate to match the students' learning patterns.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials * Need to import the campus' Materials form	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	*	0%	yes
Mathematics	*	0%	yes
Science	*	0%	yes
History-Social Science	*	0%	yes
Foreign Language	*	0%	yes
Health	*	0%	yes
Visual and Performing Arts	*	0%	yes

Course Title	Grade	Instructional Materials/Textbooks	State Adopted K-8 Yes/No	District of Alignment (9-12 Only)	Publisher/Year	Number of Students	Number of Textbooks
English	9	<i>Timeless Voices, Timeless Themes – Gold Edition</i>	N/A	WCCUSD	Prentice Hall(2001)	1	3

Course Title	Grade	Instructional Materials/Textbooks	State Adopted K-8 Yes/No	District of Alignment (9-12 Only)	Publisher/Year	Number of Students	Number of Textbooks
Mathematics	9	<i>Algebra I</i>	N/A	WCCUSD	Prentice Hall (2001)	1	4
Social Science	9	<i>Geography and World Cultures</i>	N/A	WCCUSD	Glencoe (2007)	1	2
Science	9 <sup>th</sup> -10 <sup>th</sup>	<i>Biology</i>	N/A	WCCUSD	McDougal Littell (2008)	1	1
English	10	<i>Timeless Voices, Timeless Themes – Platinum Edition</i>	N/A	WCCUSD	Prentice Hall (2001)	3	4
Social Science	10	<i>World History</i>	N/A	WCCUSD	McDougal Littell (2006)	3	4
Mathematics	10	<i>Discovering Geometry</i>	N/A	WCCUSD	Key Curriculum Press (2008)	3	4
Science	9 <sup>th</sup> -10 <sup>th</sup>	<i>Biology</i>	N/A	WCCUSD	McDougal Littell (2008)	3	4
Foreign Language	10	<i>Realidades I</i>	N/A	WCCUSD	Prentice Hall (2004)	3	4
English	11	<i>Timeless Voices, Timeless Themes – The American Experience</i>	N/A	WCCUSD	Prentice Hall (2001)	1	3
Social Science	11 -12	<i>US History –The Americans</i>	N/A	WCCUSD	McDougal Littell (2005)	1	2
Mathematics	11	<i>Advanced Algebra</i>	N/A	WCCUSD	Key Curriculum Press (2004)	1	2
Science	11	<i>Chemistry</i>	N/A	WCCUSD	Prentice Hall (2006)	1	2
Foreign Language	11	<i>Realidades 2</i>	N/A	WCCUSD	Prentice Hall (2004)	1	0
English	11-12	<i>Timeless Voices, Timeless Themes – The American Experience</i>	N/A	WCCUSD	Prentice Hall (2001)	1	3
Social Science	12	<i>American Government</i>	N/A	WCCUSD	Prentice Hall (2007)	0	1
Mathematics	12	<i>Advanced Mathematical Concepts: Pre-Calculus with Applications</i>	N/A	WCCUSD	Glencoe/McGraw Hill (2003)	0	1

Course Title	Grade	Instructional Materials/Textbooks	State Adopted K-8 Yes/No	District of Alignment (9-12 Only)	Publisher/Year	Number of Students	Number of Textbooks
Science	12	<i>Physics: A First Course</i>	N/A	WCCUSD	CPO (2005)	0	1
Visual/Performing Arts	9th-12th	<i>District does not specify</i>	N/A	WCCUSD	N/A	0	1
Foreign Language	12	<i>Realidades 3</i>	N/A	WCCUSD	Prentice Hall (2004)	0	1
Fine Arts	9th-12th	District does not specify	N/A	WCCUSD	N/A	0	1
Physical Education	9th-12th	<i>District does not specify</i>	N/A	WCCUSD	N/A	0	1

## VIII. School Finances

### Expenditures per Pupil (Fiscal Year 2009-10)

Total Dollars	Dollars per student	Average Teacher Salary
\$266,688	\$27,720	\$48,481

### Types of Services Provided

Spectrum Center Schools works cooperatively with local school districts to develop a customized curriculum for each student based on the student's Individual Education Program (IEP), abilities, interests and goals. The Spectrum Center Schools meet state education standards and are based on the principals of Applied Behavior Analysis (ABA). ABA is a discipline devoted to the understanding and improvement of human behavior. Spectrum's ABA curriculum includes specific strategies for preventing behaviors of concern, teaching alternative appropriate behavior, teaching self-control strategies, improving learning skills and responding to behaviors of concern in a safe and respectful manner.

Spectrum Center Schools serve students with emotional disturbance or developmental disabilities who benefit from a consistent and structured program, with an emphasis on a successful transition to a less restrictive environment. The students receive individualized instruction in academic, social and behavioral skills, including independent living and vocational skills in a low student to instructor ratio.

Spectrum Center Schools also serve students with autism, who receive a continuum of specialized education services in dedicated classrooms. Applied Behavior Analysis is the foundation of Spectrum's approach to teaching children with autism in an environment that is predictable, consistent, structured and positive. Spectrum's curriculum for students with autism in highly structured involves repeated presentation of instruction and focuses on communication, behavior, social and academic skills in a low student to instructor ratio.

Related services provided at by Spectrum Center per the student Individual Education Program includes Speech and Language Therapy, Occupational Therapy, Adapted Physical Education, Augmentative Communication, and Assistive Technology.

## Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	Spectrum Schools Amount	State Average (ADA <1,500)
Beginning Teacher Salary	\$30,826	\$38,592
Mid-Range Teacher Salary	\$49,697	\$55,764
Highest Teacher Salary	\$71,864	\$72,219
Average Principal Salary	\$85,672	\$90,207
Superintendent Salary	\$95,228	\$116,768

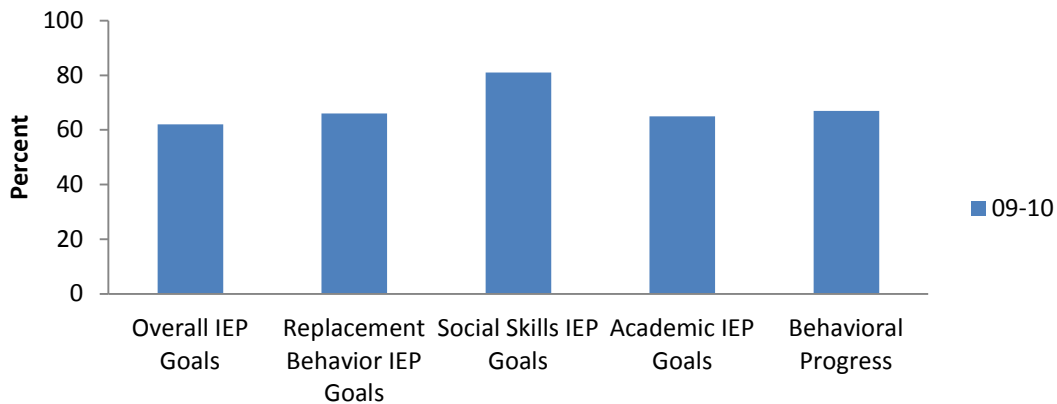
## IX. Student Performance

### Standardized Testing and Reporting

Scores are not shown when the number of students with data is ten or less because it is too small for statistical accuracy and to protect student privacy. Districts and Parents receive test results. The Campus does not always receive them from the LRE. Not enough test results were received to provide an accurate report.

### Other Student Outcome Data

### Tara Hills and DeAnza - IEP and Behavior Progress



The IEP goal data indicate the percent of goals that in which the students reached the third bench mark or better at the time of his/her annual. The behavioral progress data indicate the percentage of challenging behaviors targeted in a formal behavior intervention plan that had a 10% decrease or better at the time of the annual IEP.

## **X. Accountability**

### **California Department of Education Certification (CDE)**

The Spectrum Center Schools are all certified by the California Department of Education.

### **Schools Commission of the Western Association of Schools and Colleges Accreditation (WASC)**

The Spectrum Center Schools are all fully accredited by the Schools Commission of the Western Association of Schools and Colleges.

### **Academic Performance Index (API)**

The API is not applicable to Non Public Schools.

## **XI. Postsecondary Preparation**

### **WorkAbility I**

Spectrum Center is a state-approved WorkAbility I Program (WAI) site. WorkAbility I is a California transition program and is funded and administered by the Special Education Division of the California Department of Education. WorkAbility I Program provides resources for transition services with a focus on comprehensive pre-employment, work site training, and employment along with follow-up services for youth in special education.

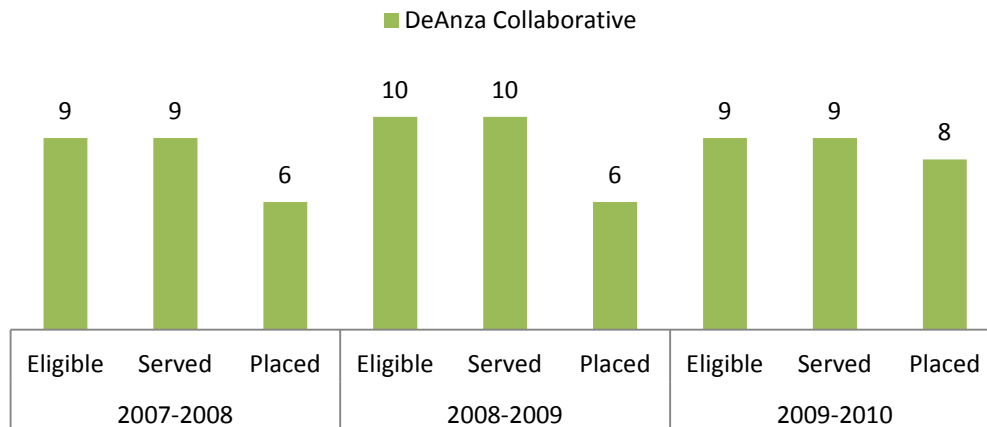
Spectrum WAI program goal is to provide students with the skills necessary to maximize the level of independence and productivity in their lives and prepare them for the future.

The State WAI model requires service delivery, data collection, and reporting in line with WAI's Array of Services, e.g. career awareness and exploration, career counseling, vocational assessments, pre-employment activities, work training and follow-up services. Spectrum's WAI Program strives to include as many elements of these services as "best practices", based on individual student's skills, abilities, and interests.

Our WAI program offers pre-vocational / vocational training, and pre-employment and career planning services for students 14-22 and as stated in each student's Individual Education Plans (IEP). As mandated in the IDEA 2004, by the age of 16, transition planning and services will be addressed simultaneously with the development of the student's annual IEP goals. The Individual Transition Plan is based on age-appropriate transition assessments. Measurable post-school goals are developed based on students' post-secondary goals, interests and preferences, and may include paid work training and employment services.

Pre-vocational and vocational training prepare students for future work training and employment opportunities, and include, but are not limited to, pre-vocational/vocational tasks, mobility training, self-care, time on task training, work maturity, and the development of communication skills. The program features a strong community-based component. Research has shown that it is most productive for our students to learn skills in the natural environment where they will be later expected to demonstrate the skills. In this way, generalization is enhanced and independence maximized.

# Workability 1 Program



## Completion of High School Graduation Requirements

Data is not shown when the number of students with data is ten or less to protect student privacy.

## XII. Instructional Planning and Scheduling

Spectrum Center Schools provide continual training as well as dedicated staff training days. Spectrum – DeAnza had 1 teacher training day. We have 1 additional training day in the fall for all staff training.

### Teacher Training

Sample Teacher Trainings:

Improving Student outcomes through Data-based Decisions -

- Teaching Plans

- Data Systems

- Graphing & Data Analysis

- Ensuring Proper Implementation of Teaching Plans by Classroom Staff

Direct Instruction –

- Corrective Reading Decoding & Comprehension

- Spelling Through Morphographs

- Expressive Writing I & II

### Staff Training

All Staff are trained in:

- Professional Assault Crisis Training (Pro-ACT)

- Behavior and Education Staff Training (BEST) – Computer-based instruction and competency-based evaluation in the areas of:

  - Dignity and Respect

  - Communication

  - Teaching Strategies

  - Data Collection

  - Reducing Challenging Behaviors

  - Safety