

School Accountability Report Card Reported for School Year 2009-10

Published During 2010-11



SPECTRUM CENTER – TARA HILLS CAMPUS

16330 San Pablo Avenue

San Pablo, CA 94806

Phone: 510-724-4494 Fax: 510-724-4430

Program Director Kathleen Bohrer Email: kbohrer@spectrumschools.com

CDS Code: 07-61796-7079379

I. Data and Access

Spectrum Center Schools SARC reports are available on our web site at: 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 Tara Hills offers a nonpublic school program for students ages 5 to 22 in its location in San Pablo. Tara Hills serves students with challenging educational and behavioral needs, including the following disabilities: autism, moderately to severely handicapped, multiple handicapped, emotional disturbance, deaf, and hearing impaired.

The Tara Hills Campus offers Speech Language Therapy, Occupation Therapy and Assistive Physical Education as needed and directed in the student's IEP. The campus has a game room, sensory room, a garden, a play area for younger students and a large play area for older students. The program is data based and individually focused on student progress, needs and development. We believe "Every Student Succeeds".

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
 Curriculum Based Measurements
 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 student 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 such as our annual Fall Carnival, Thanksgiving Feast, All School Spirit Week as well as numerous community outings to local Zoo's, parks, and museums.

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.

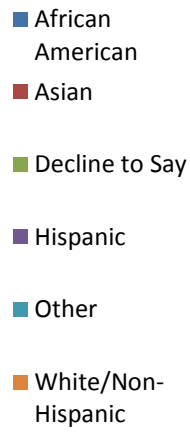
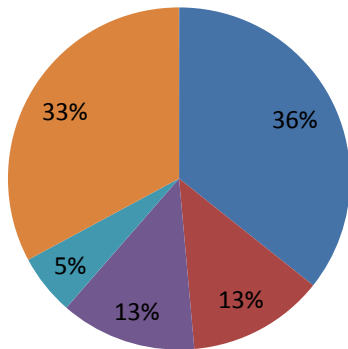
Student Enrollment by Grade Level (School Year 2009-10)

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

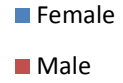
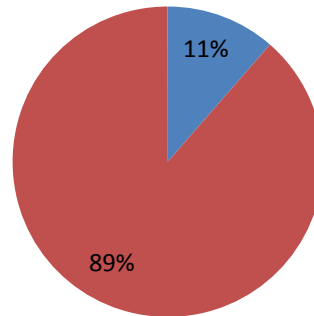
Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	5
Grade 1	0	Ungraded Middle	10
Grade 2	1	Grade 9	1
Grade 3	1	Grade 10	2
Grade 4	0	Grade 11	1
Grade 5	1	Grade 12	0
Ungraded Elementary	8	Ungraded HS	15
Grade 6	4	Post-Secondary	21
Grade 7	0	Total Enrollment	70

Student Enrollment by Group

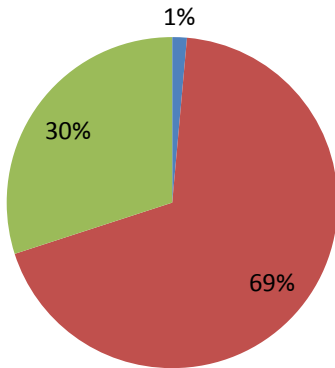
Diversity



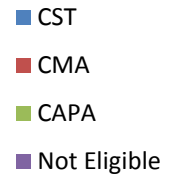
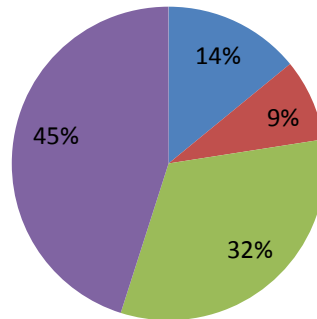
Gender



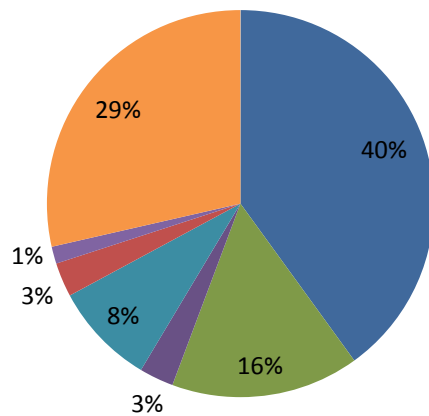
Residence



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 Tara Hills Campus served an average of 70 students in 8 classrooms.

III. School Climate

School Safety Plan (School Year 2009-10)

All staff receive required trainings including, but not limited to: 1st 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 campus has a safety team which meets regularly. The safety team is responsible for monitoring monthly classroom safety and risk abatement checklist, maintaining adequate first aide and blood borne pathogen supplies and reviewing safety incidents as needed. Morning sweeps of the grounds are conducted to insure the campus is secure and free from dangerous debris.

Emergency preparedness includes monthly fire drills, 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 Tara Hills Campus is located in an renovated strip shopping mall on the corner of Tara Hills Drive and San Pablo Avenue. The school moved from its previous location in Rodeo to San Pablo in 1999. The school area of the building has 10 classrooms, a teacher/staff resource room, a gymnasium (multi-purpose room), a game room, a sensory (Explorazone) room, a student store, a computer lab, 2 kitchens, a nurse's station, a laundry, a shower room, and administrative offices.

Maintenance and Repair:

The Administrative Coordinator is responsible for all campus repairs and coordinates with the Maintenance Specialist to ensure repairs are completed. Our parking lot was resurfaced this year and in a continual improvement plan, we are repainting hallways and classrooms during school closures which will be completed in 2011. The head of the safety team coordinates with the custodian to insure that campus sweeps are conducted which consist of physically walking the campus to be sure the campus is free from dangerous debris.

Cleaning Process and Schedule:

Tara Hills uses a cleaning service company for daily cleaning of the campus.

Modernizing or New School Construction Projects:

The campus administrative and safety team develop annual goals for continual improvement projects which include but are not limited to the physical environment. In 2010 a new student computer lab was developed and is used extensively by students at all levels.

School Facility Good Repair Status (School Year 2010-11) Site information

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

V. Teachers

Teacher Credentials

Teachers	School		
	2007-08	2008-09	2009-10
Number of campus classrooms	8	9	8
Clear Level 2	1	1	1
Preliminary Level 1	4	6	4
UIP	2	1	4
PIP/STSP	3	1	0
Emergency Substitute (Classroom Aides)	3	4	3

VI. Support Staff

Other Support Staff (School Year 2009-10)

Title	Number of FTE Assigned to School
Senior Clinician	1
Curriculum & Instructional Specialist	1
Education Coordinator	2.66
Clinical Specialist	0
Vocational Specialist	.7
Behavioral/Instructional Classroom Aides	27
MFT Counselor	.4
Speech/Language/Hearing Specialist	1.6
Occupational Therapist	.9
Adapted Physical Education	.15
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
Reading/Language Arts	K	<i>Open Court Reading-Book 1</i>	Yes	WCCUSD	SRA/McGraw Hill 2002	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
Reading/Language Arts	K	<i>Open Court Reading-Book 2</i>	Yes	WCCUSD	SRA/McGraw Hill 2002	0	1
Mathematics	K	<i>Everyday Math</i>	Yes	WCCUSD	Wright Group/McGraw Hill 2007	0	1
Science	K	<i>California Science</i>	Yes	WCCUSD	Scott Foresman 2007	0	1
Social Studies	K	<i>California Vistas</i>	Yes	WCCUSD	Macmillan McGraw Hill 2007	0	1
Reading/Language Arts	1	<i>Open Court Reading-Book 1</i>	Yes	WCCUSD	SRA/McGraw Hill 2002	0	1
Reading/Language Arts	1	<i>Open Court Reading-Book 2</i>	Yes	WCCUSD	SRA/McGraw Hill 2002	0	1
Mathematics	1	<i>Everyday Math</i>	Yes	WCCUSD	Wright Group/McGraw Hill 2007	0	1
Science	1	<i>California Science</i>	Yes	WCCUSD	Scott Foresman 2007	0	1
Social Studies	1	<i>California Vistas (Family and Friends)</i>	Yes	WCCUSD	Macmillan McGraw Hill 2007	0	1
Reading/Language Arts	2	<i>Open Court Reading-Book 1</i>	Yes	WCCUSD	SRA/McGraw Hill 2002	0	2
Reading/Language Arts	2	<i>Open Court Reading-Book 2</i>	Yes	WCCUSD	SRA/McGraw Hill 2002	0	2
Mathematics	2	<i>Everyday Math</i>	Yes	WCCUSD	Wright Group/McGraw Hill 2007	0	2
Science	2	<i>California Science</i>	Yes	WCCUSD	Scott Foresman 2007	0	2

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
Social Studies	2	<i>California Vistas (People and Places)</i>	Yes	WCCUSD	Macmillan McGraw Hill 2007	0	2
Reading/Language Arts	3	<i>Open Court Reading-Book 1</i>	Yes	WCCUSD	SRA/McGraw Hill 2002	1	2
Reading/Language Arts	3	<i>Open Court Reading-Book 2</i>	Yes	WCCUSD	SRA/McGraw Hill 2002	1	2
Mathematics	3	<i>Everyday Math</i>	Yes	WCCUSD	Wright Group/McGraw Hill 2007	1	2
Science	3	<i>California Science</i>	Yes	WCCUSD	Scott Foresman 2007	1	2
Social Studies	3	<i>California Vistas (Communities)</i>	Yes	WCCUSD	Macmillan McGraw Hill 2007	1	2
Reading/Language Arts	4	<i>Open Court Reading</i>	Yes	WCCUSD	SRA/McGraw Hill 2002	0	1
Mathematics	4	<i>Everyday Math</i>	Yes	WCCUSD	Wright Group/McGraw Hill 2007	0	1
Science	4	<i>California Science</i>	Yes	WCCUSD	Scott Foresman 2008	0	1
Social Studies	4	<i>California Vistas: Our Golden State</i>	Yes	WCCUSD	Macmillan McGraw Hill 2007	0	1
Reading/Language Arts	5	<i>Open Court Reading-Book 2</i>	Yes	WCCUSD	SRA/McGraw Hill 2002	1	2
Math	5	<i>Everyday Math</i>	Yes	WCCUSD	Wright Group/McGraw Hill 2007	1	2
Science	5	<i>California Science</i>	Yes	WCCUSD	Scott Foresman 2008	1	2
Social Studies	5	<i>California Vistas: Making a New Nation</i>	Yes	WCCUSD	Macmillan McGraw Hill 2007	1	2

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
PE	K-5	District does not specify	N/A	WCCUSD	N/A		
Visual/Performing Arts	K-5	District does not specify	N/A	WCCUSD	N/A		
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	6	Timeless Voices, Timeless Themes – Copper Addition	Yes	WCCUSD	Prentice Hall 2001	2	3
Social Studies	6	Ancient History	Yes	WCCUSD	Teachers Curriculum Institute 2005	2	3
Science	6	Focus on Earth Science	Yes	WCCUSD	Prentice Hall 2008	2	3
Mathematics	6	Everyday Math	Yes	WCCUSD	Wright Group/McGraw Hill 2007	2	3
English	7	Timeless Voices, Timeless Themes – Bronze Addition	Yes	WCCUSD	Prentice Hall 2001	2	3
Social Studies	7	The Medieval World and Beyond	Yes	WCCUSD	Teachers Curriculum Institute 2005	2	4
Science	7	Focus on Life Science	Yes	WCCUSD	Prentice Hall 2008	2	5
Mathematics	7	Pre-Algebra	Yes	WCCUSD	Prentice Hall 2004	2	3
English	8	Timeless Voices, Timeless Themes – Silver Addition	Yes	WCCUSD	Prentice Hall 2001	3	6
Social Studies	8	History Alive! The United States Through Industrialism	Yes	WCCUSD	Teachers Curriculum Institute 2005	3	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
Science	8	Focus on Physical Science	Yes	WCCUSD	Prentice Hall 2008	3	6
Mathematics	8	Algebra Structures and Methods	Yes	WCCUSD	McDougal Little/Dociani 2000	3	6
Health	8	District does not specify	N/A	WCCUSD	N/A	N/A	N/A
Visual/Performing Arts	6-8	District does not specify	N/A	WCCUSD	N/A	N/A	N/A
PE	6-8	District does not specify	N/A	WCCUSD	N/A	N/A	N/A

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
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 th -10 th	<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 th -10 th	<i>Biology</i>	N/A	WCCUSD	McDougal Littell (2008)	3	4

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
Foreign Language	10	<i>Realidades 1</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
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
\$3,469,622	\$46,137	\$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 counseling, 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

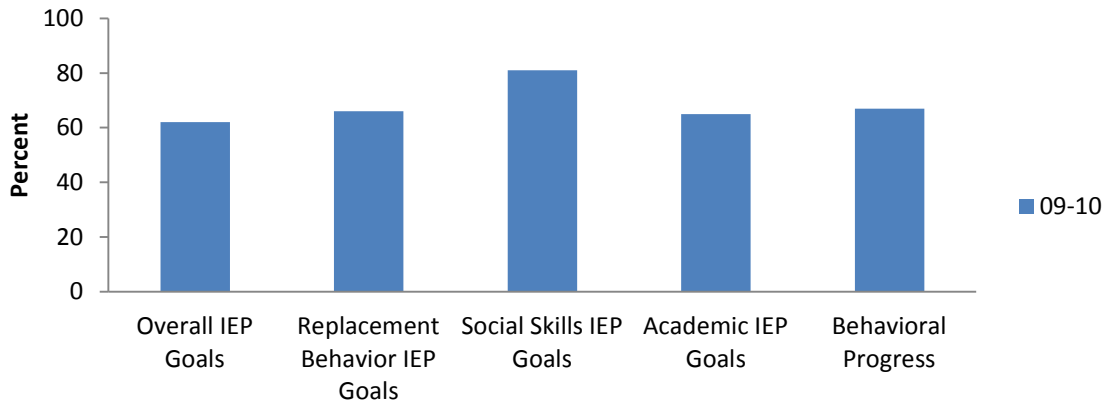
IX. Student Performance

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 benchmark 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.

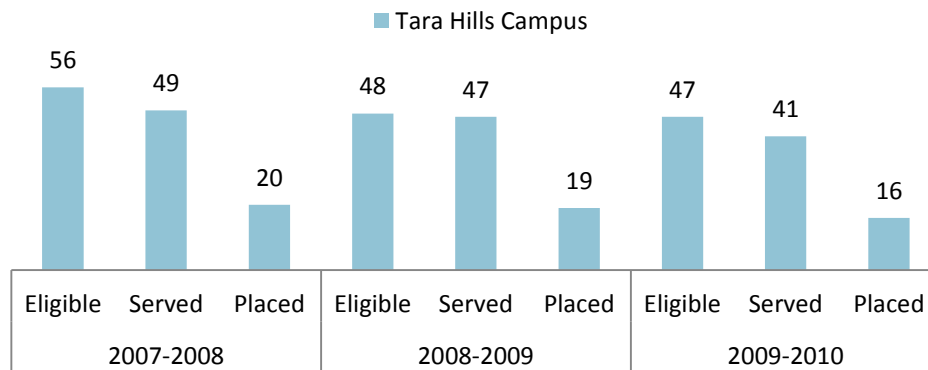
Spectrum WAI program goal is to provide students with the skills necessary to maximize the level of independence and productivity in their lives and prepare them for the future.

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 – Tara Hills had 2 teachers training days and 3 all staff training days prior to the first student day in the fall. We have 2 additional training days – one in the spring and one in the fall. All staff received training in crises prevention as well as 1st Aide and CPR.

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