

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

*Published During 2010-11*



## **SPECTRUM CENTER – Ygnacio Valley High School Collaborative Campus**

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CDS Code: 07-61754-0115816

### **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-Ygnacio Valley Campus is a nonresidential school that is certified to provide educational services to students from ages 14-19. This campus serves students with dual diagnosis and mild cognitive delays and is located on the campus of Ygnacio Valley High School. California Content Standards are imparted through group instructional lessons as staff members monitor and assist to ensure a successful learning environment. Individual Educational Plans (IEP) are addressed throughout the school day and across a variety of settings. Students are encouraged to assume the responsibility of independence across the campus. This inclusion program provides the opportunity for students to enroll in general education courses which include core subjects and electives according to each student's IEP, and the opportunity to graduate with a high school diploma. A strong foundation of social skills including calming strategies, techniques to cope with frustration and conversation etiquette is embedded into the classrooms structure. Related Services (RS) include speech pathology, adaptive physical education, and occupational therapy. The curriculum is highly structured with a strong emphasis on California State Standards. The program philosophy utilizes a behavior-analytic; data based approach to student services and evaluation. Spectrum Center provides an individualized approach to IEP goal attainment with a functional curriculum based on goals developed from the seven IEP domain areas. We believe: Every Student Succeeds.

Our school provides a menu of education and related services that are outcome driven; research based, and utilizes positive behavior management strategies. Our school works closely with parents, school districts and group homes to develop customized curriculums for each student based on their individualized Education Program (IEP) and according the CA. content standards. 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 on 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.

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. Back to School Night provides an opportunity where parents are invited to visit their child's classroom, view curriculum, student work samples and speak with the teacher regarding the program. Parents participate in annual (or as needed) IEP and conference meetings. Daily/weekly correspondence logs are utilized to keep parents informed of their child's progress and to facilitate parent involvement and input.

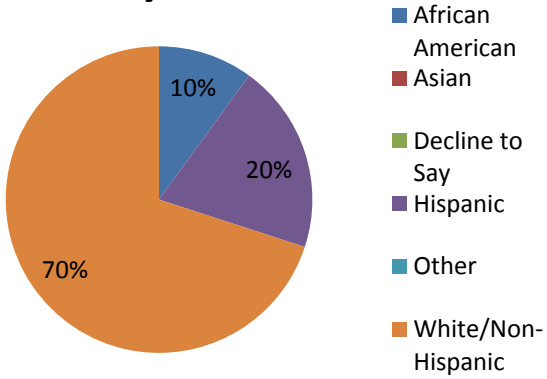
**Student Enrollment by Grade Level (School Year 2009-10)**

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

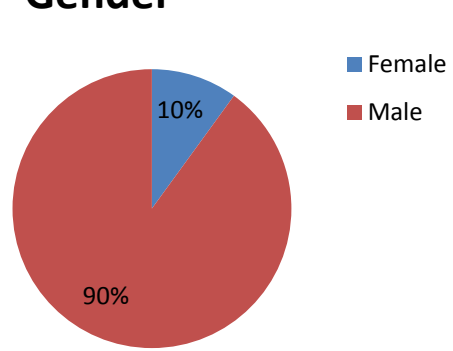
Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	1
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded HS	9
Grade 7	0	Post-Secondary	0
Grade 7	0	Total Enrollment	10

# Student Enrollment by Group

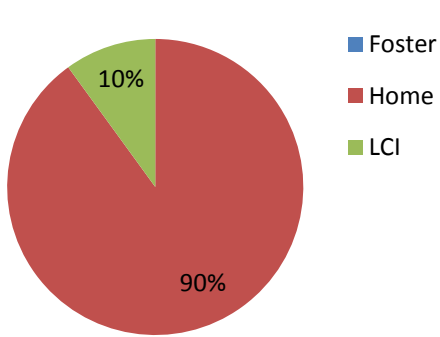
## Diversity



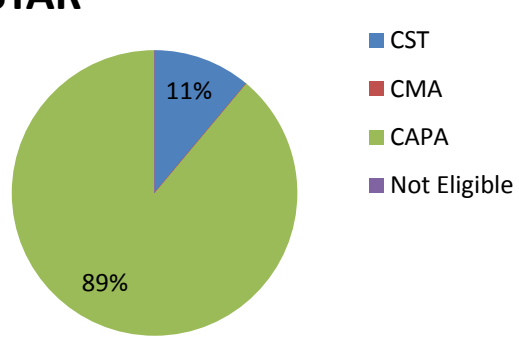
## Gender



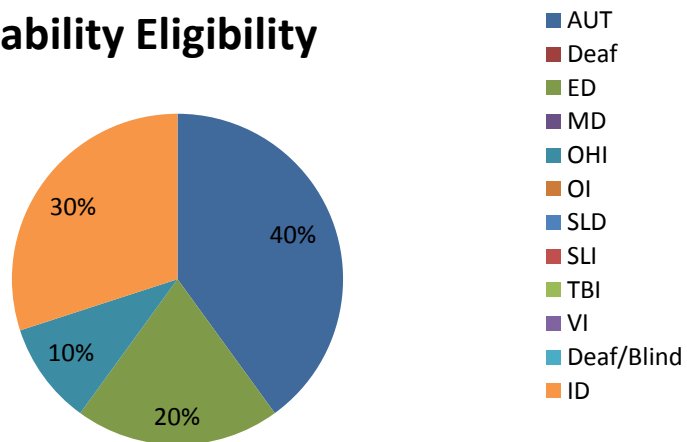
## Residence



## STAR



## Disability Eligibility



## Average Class Size

Our model is to provide small classroom sizes; our classrooms can accommodate 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 Ygnacio Valley High School Collaborative Campus 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.

Spectrum Ygnacio Valley High School Collaborative is responsible for monitoring monthly classroom safety and risk abatement checklist, maintaining adequate first aid and blood borne pathogen supplies and reviewing safety incidents as needed.

Spectrum Ygnacio Valley High School Collaborative has a system of training and drills to address the need for safety should disaster strike the campus during business hours.

1. The host site conducts fire drills with staff and students in accordance with the host site.
2. Duck and Cover drills are coordinated by the classroom Safety Team member and are implemented in accordance with the host site.
3. Emergency Preparedness Training takes place annually and follows the host site protocol. The training consists of earthquake building damage disaster, shelter in place and violent intruder protection.

An emergency preparedness drill is conducted annually with staff to practice what is covered in the Emergency Preparedness Training.

## Suspensions and Expulsions

Rate	School		
	2007-08	2008-09	2009-10
Suspensions	0	0	1
Expulsions	0	0	0

## IV. School Facilities

**School Facility Conditions and Improvement Plan (School Year 2010-11)** NA- Spectrum Center Ygnacio Valley High School Collaborative is a comprehensive public school campus. Mt. Diablo USD is responsible for building maintenance.

### Age of School Buildings:

The Spectrum Center Ygnacio Valley High School Collaborative is located at the Ygnacio Valley public school. This is a typical public high school. The school area of the building has multiple classrooms, a library/multipurpose room, a cafeteria, a gymnasium and administrative offices.

### Maintenance and Repair:

Spectrum Center Ygnacio Valley High School Collaborative is a comprehensive public school campus. Mt. Diablo USD is responsible for building maintenance.

**Cleaning Process and Schedule:**

NA- Spectrum Center Ygnacio Valley High School Collaborative is a comprehensive public school campus. Mt. Diablo USD is responsible for cleaning process and schedule.

**Modernizing or New School Construction Projects:** NA

**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	
<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>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Clear Level 2</b>	0	0	0
<b>Preliminary Level 1</b>	1	1	1
<b>UIP</b>	0	0	0
<b>PIP/STSP</b>	0	0	0
<b>Emergency Substitute (Classroom Aides)</b>	2	1	1

## VI. Support Staff

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

Title	Number of FTE Assigned to School
Senior Clinician	.2
Curriculum & Instructional Specialist	0
Education Coordinator	.25
Clinical Specialist	.2
Vocational Specialist	0
Behavioral/Instructional Classroom Aides	4
MFT Counselor	0
Speech/Language/Hearing Specialist	.2
Occupational Therapist	.2
Adapted Physical Education	.2
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 (Series and Exact Textbook Title)	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Publisher/Year	Number of Students	Number of Textbooks
English	9	<i>Timeless Voices Times Themes Gold</i> 0130548057	Yes	Mount Diablo Unified School District	Prentice Hall School Division-2005	1	1
English	9	<i>Black Boy</i>	Yes	Mount Diablo Unified School District	Harper & Brothers;	1	1

Course Title	Grade	Instructional Materials/Textbooks (Series and Exact Textbook Title)	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Publisher/Year	Number of Students	Number of Textbooks
					1st edition (1945)		
English	9	<i>Cyrano de Bergerac</i>	Yes	Mount Diablo Unified School District	Signet Classics (May 1, 1972)	1	1
English	9	<i>Of Mice and Men: Reader's Companion Copper</i> (Prentice Hall School Division) 0-13-18-0280-	Yes	Mount Diablo Unified School District	Viking 1965	1	1
English	9	<i>Romeo and Juliet</i>	Yes	Mount Diablo Unified School District	Signet – 1964	1	1
English	9	<i>Speak</i>	Yes	Mount Diablo Unified School District	Penguin – 1989	1	1
English	9	<i>To Kill a Mockingbird</i>	Yes	Mount Diablo Unified School District	Warner Books – 1982	1	1
English	10	<i>Timeless Voices, Timeless Themes Platinum</i>	Yes	Mount Diablo Unified School District	Prentice Hall - 2005	0	1
English	10	<i>A Separate Peace</i>	Yes	Mount Diablo Unified School District	Berkeley Educational 1959	0	1
English	10	<i>Animal Farm</i>	Yes	Mount Diablo Unified School District	Signet – 1996	0	1
English	10	<i>Catcher in the Rye</i>	Yes	Mount Diablo Unified School District	Berkeley Educational 1945	0	1
English	10	<i>Inherit the Wind</i>	Yes	Mount Diablo Unified School District	Bantam - 1951	0	1
English	10	<i>Lord of the Flies</i>	Yes	Mount Diablo Unified School District	Berkeley Educational 1954	0	1
English	10	<i>Night</i>	Yes	Mount Diablo Unified School District	Berkeley Educational 1960	0	1
English	11	<i>Timeless Voices, Timeless Themes The American Experience</i>	Yes	Mount Diablo Unified School District	Prentice Hall – 1982	1	1
English	11	<i>Adventures of Huckleberry Finn</i>		Mount Diablo Unified School District	Bantam – 1981	1	1

Course Title	Grade	Instructional Materials/Textbooks (Series and Exact Textbook Title)	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Publisher/Year	Number of Students	Number of Textbooks
English	11	<i>The Crucible</i>	Yes	Mount Diablo Unified School District	Berkeley – 1982	1	1
English	11	<i>Death of a Salesman</i>	Yes	Mount Diablo Unified School District	Penguin - 1976	1	1
English	11	<i>The Great Gatsby</i>	Yes	Mount Diablo Unified School District	Scribner's- 1953	1	1
English	11	<i>The Joy Luck Club</i>	Yes	Mount Diablo Unified School District	Ballentine Books - 1989	1	1
English	11	<i>One Flew Over the Cuckoo's Nest</i>	Yes	Mount Diablo Unified School District	Berkeley – 1962	1	1
English	12	<i>Timeless Voices, Timeless Themes British Literature</i>	Yes	Mount Diablo Unified School District	Prentice Hall – 2002	0	1
English	12	<i>Brave New World</i>	Yes	Mount Diablo Unified School District	Harper Perennial – 1998	0	1
English	12	<i>Great Expectations</i>	Yes	Mount Diablo Unified School District	Bantam – 1972	0	1
English	12	<i>Hamlet</i>	Yes	Mount Diablo Unified School District	Washington Square Press - 1959	0	1
English	12	<i>The Oedipus Cycle</i>	Yes	Mount Diablo Unified School District	Harcourt Brace - 1967	0	1
English	12	<i>Candide</i>	Yes	Mount Diablo Unified School District	Dover Press - 1991	0	1
English	12	<i>1984</i>	Yes	Mount Diablo Unified School District	Berkeley – 1984	0	1
Mathematics: AIMMs 1 & 2	9-12	Meeting the California Challenge (Glob Fearon) 765291517	Yes	Mount Diablo Unified School District	Globe Fearon (2002)	2	2
Mathematics: Introduction to Algebra	9-12	California Algebra: Concepts and Applications 002825364	Yes	Mount Diablo Unified School District	Glencoe McGraw-Hil 2005	2	2
Mathematics: Algebra I	9-12	Algebra 1 0130442631	Yes	Mount Diablo Unified School District	Prentice Hall School Division) 2004	2	2
Mathematics: Geometry	9-12	Geometry (11)131339974	Yes	Mount Diablo Unified School District	Glencoe 1998	2	2
Mathematics: Algebra II	9-12	Algebra II 0028251784	Yes	Mount Diablo Unified School District		2	2
Mathematics: Algebra II/ Trigonometry	9-12	<i>Functions Statistics, and Trig</i> 0673332799	Yes	Mount Diablo Unified School District	Scott Foresman 1992	2	2

Mathematics: :Pre-calculus	9-12	Advanced Mathematics: Precalculus with Discrete Mathematics and Data Analysis (0395551897)	Yes	Mount Diablo Unified School District	Houghton Mifflin Harcourt (HMH) (September 13, 1991)	2	2
Mathematics: Calculus	9-12	The elements of calculus	Yes	Mount Diablo Unified School District	Addison-Wesley Pub. Co (1970)	2	2
Mathematics: Senior Math	12	Practical Mathematics: Consumer Applications0030513391	Yes	Mount Diablo Unified School District	Holt McDougal (March 1997)	0	1
Science: Biology I	9-12	Biology I 0132013525	Yes	Mount Diablo Unified School District	Biology I (Prentice Hall	2	2
Science:Heal th	9-12	Health 151905678	Yes	Mount Diablo Unified School District	Prentice Hall – 2007	2	2
Science: Chemistry	10- 12	<i>Chemistry: Matter and Change</i>	Yes	Yes Mount Diablo Unified School District	Glencoe Publishing 2007	1	1
Science: Earth Science	11- 12	Earth Science II 9780618499380	Yes	Mount Diablo Unified School District	Houghton Mifflin Harcourt (HMH) (January 2004)	1	1
Science: General Physical Science	11- 12	Physical Science: Concepts In Action; With Earth and Space Science	Yes	Mount Diablo Unified School District	Pearson Prentice Hall (January 31, 2005)	1	1
Science: Physiology	10- 12	<i>Essentials of Human Anatomy and Physiology</i>	Yes	Mount Diablo Unified School District	Prentice Hall – 2006	1	1
Science:Zool ogy	11- 12	Integrated Principles of Zoology 0077221265	Yes	Mount Diablo Unified School District	Glencoe/McGra w- Hill	1	1
Science: physics	11- 12	Conceptual Physics 131663011	Yes	Mount Diablo Unified School District	2007Pearson Prentice Hall (January 31, 2005)	1	1
Social Sciences: World History	10	World History: The Modern World 131299778	yes	Mount Diablo Unified School District	Prentice Hall 2007	0	0
Social Sciences: American Government	11	The Americans: Reconstruction Through the 20th Century	Yes		Mcdougal Littell/Houghton Mifflin; 1ST edition (2002)	1	1
Social Sciences: U.S. Government/ Economics	12	American Government (Magruder's American Government)  <i>Economics Principles in Action</i>	Yes	Mount Diablo Unified School District	Pearson Prentice Hall (May 30, 2005 Pearson Prentice Hall; 2001 Wall Street Journal Classroom Edition edition (May 12, 2006	0	1

Social Sciences: Citizen's Law	9-12	Street Law 131818902	Yes	Mount Diablo Unified School District	Glencoe 2005	2	2
Social Sciences: Psychology	10-12	<i>Understanding Psychology</i> 13299778	Yes	Mount Diablo Unified School District	Glencoe 2003	1	1
Social Sciences: Sociology	10-12	Sociology 3037496	Yes	Mount Diablo Unified School District	Holt, Rinehart & Winston 2005	1	1
Visual Performing Arts: French I	9-12	<i>Discovering French Nouveau Bleu</i> 395874831	Yes	Mount Diablo Unified School District	(McDougal/Littell 2004	2	2
Visual Performing Arts: Spanish I	9-12	Spanish I Realidades 131016873	Yes	Mount Diablo Unified School District	Prentice Hall 2004	2	2
Visual Performing Arts: German I	9-12	<i>Komm Mit: 1</i> 30565979	Yes	Mount Diablo Unified School District	Holt, Rinehart & Winston 2002	2	2
Visual Performing Arts: French II	9-12	<i>Discovering French Nouveau Blanc</i> 395881420	Yes	Mount Diablo Unified School District	McDougal-Littell 2004	2	2
Visual Performing Arts: Spanish II	9-12	<i>Realidades</i> 130359513		Mount Diablo Unified School District	Prentice Hall 2004	2	2
Visual Performing Arts: German II	9-12	<i>Komm Mit: 2</i> 30565987	Yes	Mount Diablo Unified School District	Holt, Rinehart & Winston 2001	2	2
Visual Performing Arts: French III	10-12	<i>Discovering French Nouveau Rouge</i> 395874866	Yes	Mount Diablo Unified School District	McDougal-Littell 2004	1	1

Visual Performing Arts: Spanish III	10-12	<i>Realidades</i> 130359688	Yes	Mount Diablo Unified School District	Prentice Hall 2004	1	1
Visual Performing Arts: German III	10-12	<i>Komm Mit: 3</i> 30565995	Yes	Mount Diablo Unified School District	Holt, Rinehart & Winston 2002	1	1
Visual Performing Arts: Spanish IV	11-12	Spanish IV Curso Uno 30736927	Yes	Mount Diablo Unified School District	Holt, Rinehart & Winston 2005	1	1
Visual Performing Arts: Spanish V	11-12	Spanish V Curso 30736943	Yes	Mount Diablo Unified School District	Holt, Rinehart & Winston 2005	1	1
Physical Education:	9	<i>n/a- District provide all equipment</i>		Mount Diablo Unified School District	n/a	1	1
Physical Education	10-12	<i>n/a- District provide all equipment</i>		Mount Diablo Unified School District	n/a	9	9

## VIII. School Finances

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

Total Dollars	Dollars per student	Average Teacher Salary
\$303,416	\$37,927	\$48,481

### Types of Services Provided

Spectrum Center Schools work 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 Ygnacio Valley High School Collaborative serve students with dual diagnosis and mild cognitive delays 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, in a low student to instructor ratio.

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)

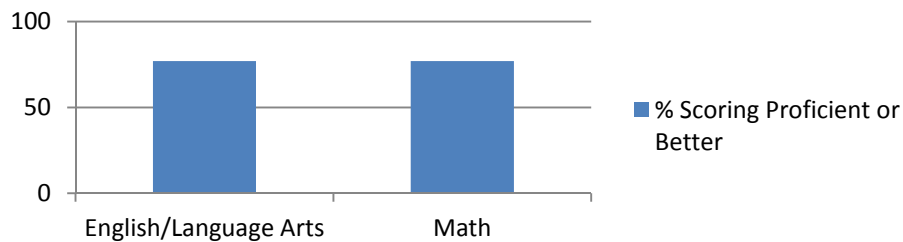
Category	Spectrum Schools Amount	State Average (ADA <1,500)
Beginning Teacher Salary	\$30,826	\$38,592
Mid-Range Teacher Salary	\$49,697	\$55,764
Highest Teacher Salary	\$71,864	\$72,219
Average Principal Salary	\$85,672	\$90,207
Superintendent Salary	\$95,228	\$116,768
Percent of Budget for Teacher Salaries		6.47%
Percent of Budget for Administrative Salaries		34.83%

## IX. Student Performance

Districts and Parents receive the STAR test results. The Ygnacio Valley Campus does not consistently receive them from the LRE. Not enough test results were received to provide an accurate report.

### Standardized Testing and Reporting

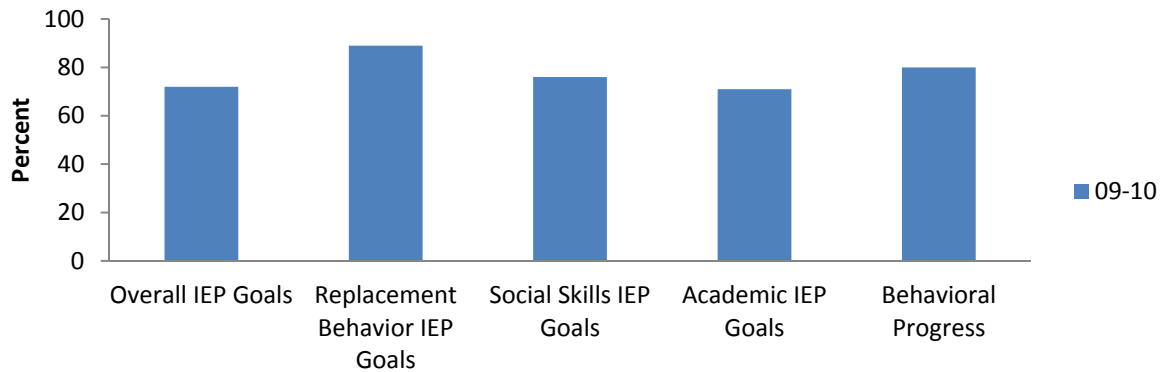
#### Students Scoring Proficient or Better on California Alternative Performance Assessment



The majority of students in this program participate in California Standardized Testing and Reporting (STAR) by taking the California Alternative Performance Assessment (CAPA). The data above indicate the percentage of students in the collaborative programs who scored Proficient or Better in the designated CAPA testing area.

## Other Student Outcome Data

### Sequoia and YV - 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.

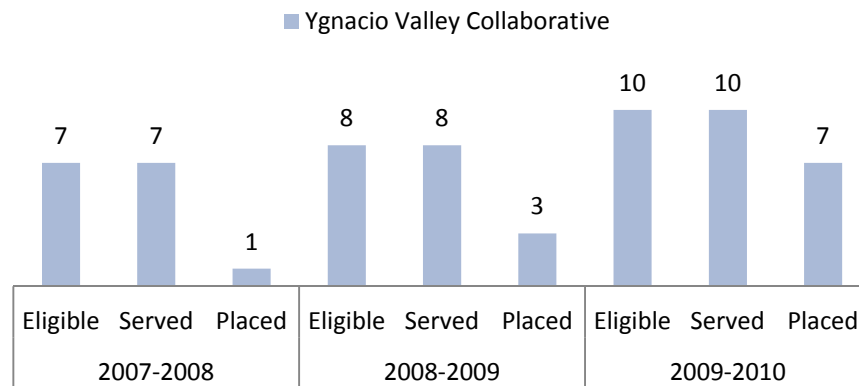
The State WAI model requires service delivery, data collection, and reporting in line with WAI's Array of Services, e.g. career awareness and exploration, career counseling, vocational assessments, pre-employment activities,

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

Most students of Spectrum Ygnacio Valley High School Collaborative program are not on graduation track and participate in workability/vocation. On the occasion that a student in this program is on graduation track, the program will follow the graduation requirements of the Mount Diablo Unified School District. Freshman are expected to earn 0-49 credits, Sophomores, 50-99, Juniors 100-124, Seniors 125-200. Students must earn the following requisite of credits: English 40, Mathematics 20, Social Science 30, Science 20, Foreign Language/Fine Arts 10, Physical Education 20, and Electives 60

## XII. Instructional Planning and Scheduling

Spectrum Center offers teaching staff an opportunity to join a cohort credential program (Level 1 or 2 credentials) or obtain their masters degree in Special Education through California State Sacramento. Teachers receive a stipend every year in order to help continue their education and other teaching staff have access Spectrum Center scholarships. All staff are required to complete a training CD called BEST, which encompasses our Mission Statement, philosophies of teaching, strategies for supervision, ABA principles, data taking and safety in the classroom. All of our staff are required to attend a three day training called Pro-ACT. This gives them the opportunity to learn positive behavioral management. Throughout the school year teaching staff receive trainings, when appropriate, in using Boardmaker, PECS, TEACCH, Token Economy Systems, and social skills strategies. During minimum days and the week before the beginning of a school year staff receive the required trainings, such as: CPR, 1st

aid, Hughes Bill, Incident Report writing, Emergency Preparedness, Bloodborne Pathogens, Student Supervision, FMLA/Hippa, Safety in the Workplace, and Universal Precautions.

## **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