

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Spectrum Center	District Name	Oakland Unified School District
Street	6325 Camden St	Phone Number	510-879-8269
City, State, Zip	Oakland, CA 94605	Web Site	www.ousd.k12.ca.us
Phone Number	510-729-6384	Superintendent	Dr. Phyllis Harris
Principal	Lauri Luce	E-mail Address	rjohnson@esa-education.com
E-mail Address	rjohnson@esa-education.com	---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

Spectrum Center's mission statement is "Every Student Succeeds". Our campus has 13 classrooms, serving approximately 93 students between the ages of 4-22 years with a teacher/student ratio of 1:3. Our program addresses the needs of independent living, community integration, academic skills, recreation, and vocational training. Speech pathologists and assistive technology specialists work with innovative curriculum designs to infuse communication goals into all daily activities. Additional designated instructional services such as: OT, APE, Vision, and O&M are provided on site by licensed professionals with classroom staff implementing supporting strategies. Spectrum Center's behavior analytic, data-based approach teaches pro-social behaviors. The goal of our educational placement is to teach students to be as independent as possible and when appropriate, transition them to less restrictive environments.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parental involvement is encouraged throughout the school year. Our campus hosts an annual open house each October and invites both families of our students and local community members to attend. Teachers and parents work together to individualize means of daily communication (email, written logs, phone calls, etc.) that proves effective in the consistency between home and school. Additionally, we have an open-door policy where parents can schedule visits to their child's classroom throughout the year.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	N/A	Grade 8	N/A
Grade 1	N/A	Ungraded Elementary	28
Grade 2	N/A	Grade 9	N/A
Grade 3	N/A	Grade 10	N/A
Grade 4	N/A	Grade 11	N/A
Grade 5	N/A	Grade 12	N/A

Grade 6	N/A	Ungraded Secondary	70
Grade 7	N/A	Total Enrollment	98

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	40	White (not Hispanic)	18
American Indian or Alaska Native	0	Multiple or No Response	
Asian	11	Socioeconomically Disadvantaged	47%
Filipino	3	English Learners	22%
Hispanic or Latino	22	Students with Disabilities	100%
Pacific Islander	6	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K-3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3-4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4-8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	8.4	12	0	0	6.4	13	0	0	7.5	13	0	0

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

To ensure the safety of all staff and students, the site is examined on a monthly basis and all risks are abated at that time. The safety team also meets on a monthly basis to ensure that all safety concerns are addressed in a timely manner. We conduct annual trainings on emergency preparedness, fire safety, universal precautions, and other methods to ensure a safe work environment.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Applied Behavior Analysis (ABA) is an empirically proven method for teaching students new skills as well as decreasing challenging behaviors. Spectrum Center uses ABA methods such as Curriculum Based Measures to teach academics and fluency procedures to teach functional skills to students with a range of abilities. In addition, Spectrum Center focuses on the functional assessment of challenging behaviors and the development of behavior intervention plans based on the function of those behaviors.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	1	0	0	N/A	N/A	N/A
Expulsions	0	0	0	N/A	N/A	N/A

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Each morning safety sweeps are completed to make sure the building is safe and clean prior to student arrival. Annually there are ongoing maintenance plans and building improvement plans in place. The Camden campus is comprised of 13 classrooms with student and staff bathrooms, a gymnasium, a library, shower, playground, tennis court, staff lounge, and two staff meeting/conference rooms.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	2	4	2	2
Without Full Credential	13	10	10	11
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

In order to ensure consistency for our students when the teacher is out, we have staff on site and in the classroom that carry a credential. We have positions within the classroom such as an associate teacher and IL#2 as well as classroom supervisor known as the education coordinator. These are people that already work with the students in the classroom on a daily basis. They know the students' schedules, behaviors, and IEP goals, this is very positive because it doesn't cause a disruption when the teacher is out.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Each teacher is evaluated on his/her overall performance in the classroom. Area's of focus include: implementation of student IEP goals, student safety, crisis management, data collection, behavior management, attendance, assertive communication, and knowledge of the population/disabilities that are represented for which they are teaching. Teachers are also evaluated on their supervision skills (giving feedback, working with staff, and coaching). All staff are required to complete Maximizing Success, which encompasses our Mission Statement, philosophies of teaching, strategies for supervision and safety in the classroom. Teachers have weekly meetings with their supervisors to discuss any areas of need and training required. Teacher's progress/performance is reflected on a 3, 6, and 12 month written evaluation. Scores range from unsatisfactory to outstanding. Teachers must pass all three evaluations in order to meet probation.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	2	25
Resource Specialist (non-teaching)	0	N/A
Other	46	2

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Modified state approved curriculum (ex: Harcourt Math, SRA Reading Mastery or Corrective Reading)	
Mathematics		
Science		
History-Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Spectrum Center provides a variety of services for students including speech therapy, occupational therapy, adaptive physical education, an on-site art program and an on-site movement/physical education program.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	33,600	
Mid-Range Teacher Salary	42,210	
Highest Teacher Salary	50,820	
Average Principal Salary	62,500	
Superintendent Salary	N/A	
Percent of Budget for Teacher Salaries	N/A	
Percent of Budget for Administrative Salaries	N/A	

X. School Completion and Postsecondary Preparation

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Spectrum Center is a state WorkAbility I Program site. As such, the program provides comprehensive vocational training, employment and transition services based on students' IEP/ITP goals and plans. Our WorkAbility I services include integration of SCANS skills through contextual learning, career and vocational assessments, career counseling and guidance, career awareness and exploration activities, portfolio development, vocational training and employment. Our work training and employment program is designed to give students skills in job search, interviewing and job retention. Students learn practical job skills at various employment sites based on their interests, skills and abilities. Our program goal is to teach our students skills so they can live and work as independently as possible regardless of whether students will later be served in adult programs, placed in supported employment or enter complete employment.

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Spectrum center provides individualized instruction based on the specific student's needs. Our classrooms provide instruction in all of the IEP domains to include academics, communication, social skills, independent living skills, vocational preparation, and behavioral programming.

Each Spectrum Center campus is run by a Director whose job it is to provide leadership, direction and decision making to assure that all students are provided quality education on a daily basis. In order to do this there are several levels of support given to classrooms. All campuses employ the behavioral expertise of a Senior clinician who provides mentoring on clinical issues and training to all staff. In addition, each campus provides support to classroom staff by assigning an Education Coordinator who gives educational and behavioral support to each teacher. The Education Coordinator meets with the teacher and classroom staff weekly to discuss student progress and to determine what the next step is to assure continued success of the student.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Spectrum Center offers teaching staff an opportunity to join a cohort credential program (Level 1 or 2 credentials) or obtain their master's 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 six-month training manual called Maximizing Success, 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.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	66, 150 per IEP	36,000
1	66, 150 per IEP	50,400
2	66, 150 per IEP	50,400
3	66, 150 per IEP	50,400
4	66, 150 per IEP	54,000
5	66, 150 per IEP	54,000
6	66, 150 per IEP	54,000
7	66, 150 per IEP	54,000
8	66, 150 per IEP	54,000
9	66, 150 per IEP	64,800
10	66, 150 per IEP	64,800
11	66, 150 per IEP	64,800
12	66, 150 per IEP	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement

To be provided by LEA

9	210	180 days
10	210	180 days
11	210	180 days
12	210	180 days

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There are no minimum days throughout the school year.