

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 Fair Oaks Campus	District Name	Mount Diablo Unified School District
Street	2400 Lisa Lane	Phone Number	925-682-8000
City, State, Zip	Pleasant Hill, CA. 94523	Web Site	(last)(first Initial)@mdusd.k12.ca.us
Phone Number	(925) 685-9703	Superintendent	Gary McHenry
Principal	Catherine Llindsey	E-mail Address	www.mdusd.k12.ca.us
E-mail Address	clindsey@esa-education.com	---	---

School Description and Mission Statement

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

Spectrum Center-Fair Oaks Campus is a nonresidential school that is certified to provide educational services to students from ages 5-12. This campus serves students with severe needs including autism, mental retardation, downs syndrome, emotional disturbances, orthopedic ally impaired, dual sensory impairment, and deaf and blind. All students have individualized education plans, and behavior intervention plans when needed. Designated Instructional Services (DIS) includes speech pathology, adaptive physical education, orientation and mobility, vision services, and physical and occupational therapy. The curriculum is highly structured with a strong emphasis on community-based instruction. 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. Our mission statement is: Every Student Succeeds. developed from the seven IEP domain areas. Our mission statement is: Every Student Succeeds.

Opportunities for Parental Involvement

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

Spectrum Center offers individualized parent training when needed or as requested. Back to School Night 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 correspondence logs are utilized to keep parents informed of their child's progress.

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	0	Grade 8	
Grade 1	2	Ungraded Elementary	
Grade 2	3	Grade 9	
Grade 3	3	Grade 10	
Grade 4	7	Grade 11	
Grade 5	2	Grade 12	

Grade 6		Ungraded Secondary	30
Grade 7		Total Enrollment	

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	10	White (not Hispanic)	65
American Indian or Alaska Native	0	Multiple or No Response	0
Asian	1	Socioeconomically Disadvantaged	
Filipino	0	English Learners	
Hispanic or Latino	24	Students with Disabilities	100%
Pacific Islander	0	---	---

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												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other	8	2			8	2			8	2		

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A				N/A				N/A			
Mathematics	N/A				N/A				N/A			
Science	N/A				N/A				N/A			
Social Science	N/A				N/A				N/A			

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A

3	N/A	N/A	N/A
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II. School Climate

School Safety Plan

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

Valley Campus has a system of training and drills to address the need for safety should disaster strike the campus during business hours.

1. The Site Manager conducts monthly fire drills with staff and students.
2. Duck and Cover drills are coordinated by the classroom Safety Team member and are implemented once a month with students.
3. Emergency Preparedness Training takes place annually. 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.

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	0	0	0			
Expulsions	0	0	0			

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.

Mt. Diablo School District is responsible for building maintenance

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			
Mechanical Systems			
Windows/Doors/Gates (interior and exterior)			
Interior Surfaces (walls, floors, and ceilings)			
Hazardous Materials (interior and exterior)			
Structural Damage			

Fire Safety			
Electrical (interior and exterior)			
Pest/Vermin Infestation			
Drinking Fountains (inside and outside)			
Restrooms			
Sewer			
Playground/School Grounds			
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	0	0	1	1
Without Full Credential	2	2	1	1
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	N/A	N/A	N/A
Total Teacher Misassignments	N/A	N/A	N/A
Vacant Teacher Positions	N/A	N/A	N/A

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	0%	0%
All Schools in District	0%	0%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	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.

Spectrum Center utilizes credentialed substitute teachers during teacher absences. An Instructor Level Two, who has a BA, has passed the CBEST and holds a 30-day emergency substitute credential staffs each classroom. Administrative staff that supervise classrooms hold 30-day emergency substitute credentials as well. During teacher absences, either the Instructor Level two or an administrator will work in the classroom to ensure credential coverage.

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
Director	1	62
Assistant Director	1	---
Senior Clinician	1	---
Education Coordinator	1	---
Occupational Therapist	.5	---
Speech/Language/Hearing Specialist	1	---
Adaptive Physical Education Specialist	1	---
Vision/Orientation/Mobility	.25	---
Other		---

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	Houghton Mifflin, Edmark Reading, First Words	Houghton Mifflin, Edmark Reading, First Words
Mathematics	Houghton Mifflin practice books 3 & 4	Houghton Mifflin practice books 3 & 4
Science	Prentice Hall, Earth Science	Prentice Hall, Earth Science
History-Social Science	Houghton Mifflin, Across the Centuries	Houghton Mifflin, Across the Centuries
Foreign Language	American Sign Language	American Sign Language
Health	McGraw Hill, Health	McGraw Hill, Health
Science Laboratory Equipment (grades 9-12)	Science Action Labs 4-8, Science Puzzlers, Health Science	Science Action Labs 4-8, Science Puzzlers, Health Science

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	3,300			34,800-66,000
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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.

N/A

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	34,800	
Mid-Range Teacher Salary		
Highest Teacher Salary	66,000	
Average Principal Salary (Elementary)	78,946.80	
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary	N/A	
Percent of Budget for Teacher Salaries	N/A	
Percent of Budget for Administrative Salaries	N/A	

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	N/A	N/A	N/A						
Mathematics	N/A	N/A	N/A						
Science	N/A	N/A	N/A						
History-Social Science	N/A	N/A	N/A						

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	N/A	N/A	N/A						
Mathematics	N/A	N/A	N/A						

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	N/A	N/A
Pacific Islander	N/A	N/A
White (not Hispanic)	N/A	N/A
Male	N/A	N/A
Female	N/A	N/A
Economically Disadvantaged	N/A	N/A
English Learners	N/A	N/A
Students with Disabilities	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K	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
2	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
4	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
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	N/A
7	N/A
9	N/A

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	N/A	N/A	N/A
Similar Schools	N/A	N/A	N/A

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

N/A

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	N/A	
Participation Rate - English-Language Arts	N/A	
Participation Rate - Mathematics	N/A	
Percent Proficient - English-Language Arts	N/A	
Percent Proficient - Mathematics	N/A	
API	N/A	
Graduation Rate	N/A	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	N/A	
First Year of Program Improvement	N/A	
Year in Program Improvement	N/A	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	N/A	N/A	N/A						
Graduation Rate	N/A	N/A	N/A						

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	N/A		
African American	N/A		
American Indian or Alaska Native	N/A		
Asian	N/A		
Filipino	N/A		
Hispanic or Latino	N/A		

Pacific Islander	N/A		
White (not Hispanic)	N/A		
Socioeconomically Disadvantaged	N/A		
English Learners	N/A		
Students with Disabilities	N/A		

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.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	---

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

N/A

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	N/A	N/A	N/A
Average Verbal Score	N/A	N/A	N/A
Average Math Score	N/A	N/A	N/A
Average Writing Score	N/A	N/A	N/A

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	6305.25	36,000
1	6305.25	50,400
2	6305.25	50,400
3	6305.25	50,400
4	6305.25	54,000
5	6305.25	54,000
6	6305.25	54,000
7	6305.25	54,000
8	6305.25	54,000
9	6305.25	64,800
10	6305.25	64,800
11	6305.25	64,800
12	6305.25	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
9	N/A	180 days
10	N/A	180 days
11	N/A	180 days
12	N/A	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.

See school calendar.