

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	<i>Spectrum Center Schools – Randol Campus</i>	District Name	<i>San Jose Unified School District</i>
Program Director	<i>Dr. Trish Gibson</i>	Superintendent	<i>Don Iglesias</i>
Street	<i>762 Sunset Glen Dr.</i>	Street	<i>855 Lenzen Ave.</i>
City, State, Zip	<i>San Jose, CA 95123</i>	City, State, Zip	<i>San Jose CA 95126-2736</i>
Phone Number	<i>(408) 281 2435</i>	Phone Number	<i>(408) 535-6000</i>
Fax Number	<i>(408) 281-2241</i>	Fax Number	<i>(408) 535-2362</i>
Web Site	<i><a href="http://www.spectrumschools.com">www.spectrumschools.com</a></i>	Web Site	<i><a href="http://www.sjusd.k12.ca.us">www.sjusd.k12.ca.us</a></i>
E-mail Address	<i><a href="mailto:pgibson@esa-education.com">pgibson@esa-education.com</a></i>	E-mail Address	<i><a href="mailto:Don_Iglesias@sjusd.org">Don_Iglesias@sjusd.org</a></i>
CDS Code	N/A	SARC Contact	<i>Dr. Trish Gibson</i>

### School Description and Mission Statement

Information about the school, its programs, and its goals.

*Spectrum Center Schools-Randol Campus is a non-residential school that is certified to provide educational services to students from ages 3-22. The 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 (IEPs), and behavior intervention plans when needed. Designated instructional services (DIS) include: 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 both a functional and academic curriculum based on goals developed from the seven IEP domain areas. Our mission statement is: EVERY STUDENT SUCCEEDS.*

### Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

<b>Contact Person Name</b>	<b><i>Dr. Trish Gibson</i></b>	<b>Contact Person Phone Number</b>	<b><i>(408) 281-2435</i></b>
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Spectrum Center offers individualized parent training when needed or as requested. Parents are invited to a "Fall Open House" 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.

## II. Demographic Information

This program is newly opened (July 2006) and therefore does not have data from previous years.

## III. School Safety and Climate for Learning

### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

<b>Date of Last Review/Update</b>	<b><i>May 31, 2006</i></b>	<b>Date Last Discussed with Staff</b>	<b><i>May 31, 2006</i></b>
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Randol Campus has a system of training and drills to address the need for safety should disaster strike the campus during business hours.

1. The Safety Chairperson conducts monthly fire drills with staff and students.
2. Duck and Cover drills are coordinated by the Safety Chairperson 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 Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the 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.

## IV. School Facilities

### School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms and additional information about the condition of the school's facilities may be obtained by speaking with the program director.

The Safety Team consists of one member from each classroom. The Safety Chairperson, who is also a member of the larger Agency Safety Team, leads the Safety Team. Each Safety Team Member is responsible for monitoring monthly classroom safety and risk abatement checklists. Each safety team member is also responsible for maintaining adequate blood borne pathogens supplies in their respective classroom. The Safety Chairperson coordinates with the Safety Team member's to conduct morning safety sweeps to insure the campus is free from dangerous debris. The Facilities Manager is responsible for all campus repair and coordinates with Safety Chairperson to make sure repairs are completed.

## School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the Program Director.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks			<b>San Jose Unified School District is responsible for the upkeep and maintenance of the facility.</b>
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			

## VIII. Teacher and Staff Information

### Teacher Evaluations

Information about the procedures and criteria 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 using a four point Likert Scale. Teachers must pass all three evaluations in order to meet probation.

### Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Spectrum Center utilizes credentialed substitute teachers during teacher absences. An Instructor Level Two teacher, who has a BA, has passed the CBEST and holds a 30-day emergency substitute credential supervises 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.

## IX. Curriculum and Instruction

### School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Spectrum Center provides individualized instruction based on specific student needs. Teachers 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 Program Director. The Program Director provides leadership, direction and decision making to assure that all students are provided quality education on a daily basis. Several levels of support are given to each classroom. An Education Coordinator provides 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 next steps to assure continued student success.

### Professional Development

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-style credentialing program (Level 1 and/or 2 credentials) or obtain their master's degree in Special Education through California State University Sacramento. Teachers receive a yearly stipend to assist with educational costs. Teachers also have the opportunity to receive Spectrum Center scholarships. All staff are required to complete a six-month "Maximizing Success" training manual. Maximizing Success encompasses Spectrum Center's Mission Statement, philosophies of teaching, strategies for supervision, ABA principles, data taking and safety in the classroom.

All Spectrum Center staff are required to attend a three-day PRO-ACT training. PRO-ACT teaches positive behavioral management. PRO-ACT trainings are offered throughout the school year. When appropriate, trainings are provided on how to implement PECS, TEACCH, Token Economy Systems, and social skills strategies. During the week before the beginning of a school year and/or staff development days staff receive the required trainings, such as: CPR, First Aid, Hughes Bill, Incident Report writing, Emergency Preparedness, Blood borne Pathogens, Student Supervision, FMLA/Hippa, Safety in the Workplace, and Universal Precautions.

### Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	The textbooks listed below are the textbooks the have been adopted by the San Jose Unified School District for the 2005-2006 school year. Spectrum Center School's- Randol Campus has purchased all listed textbooks.
Mathematics	
Science	
History-Social Science	

Grade Level	Title	Author/ Publisher	Year/ ISBN
<b>LITERATURE CURRICULUM</b>			
Elementary	The Very Hungry Caterpillar	Eric Carle	1987
Elementary	Brown Bear, Brown Bear What Do You See	Bill Martin and Eric Carle	1967
Elementary	Frog and Toad Together	Arnold Lobel	1972
Elementary	Little Bear	Else Homeland Minarik and Maurice Sendak	1957
Elementary	Tale of Peter Rabbit	Beatrix Potter and Micheal Hague	2001
Elementary	The Ugly Duckling	Hans C. Andersen and Robert Ingpen	2005
Elementary	Charlotte's Web	E.B. White	1952

Elementary	Ramona the Pest	Beverly Cleary	1968
Elementary	The Trumpet of the Swan	E.B. White	1970
Elementary	The Cricket in Times Square	George Seldan and Garth Williams	1960
Elementary	The Lion, The Witch, and The Wardrobe	C.S. Lewis	1950
<b>LANGUAGE ARTS CURRICULUM</b>			
Kindergarten	Teacher's Edition	Houghton Mifflin	2001
Kindergarten		Houghton Mifflin	2006
1.1	Here We Go	Houghton Mifflin	2005
1.2	Let's Be Friends	Houghton Mifflin	2005
1.3	Surprises	Houghton Mifflin	2005
1.4	Treasures	Houghton Mifflin	2005
1.5	Wonders	Houghton Mifflin	2005
2.1	Adventures	Houghton Mifflin	2005
2.2	Delights	Houghton Mifflin	2005
3.1	Rewards	Houghton Mifflin	2005
3.2	Horizons	Houghton Mifflin	2005
4	Traditions	Houghton Mifflin	2005
5	Expeditions	Houghton Mifflin	2005
<b>MATH CURRICULUM</b>			
Kindergarten	Math	Harcourt	2002
1	Math	Harcourt	2002
2	Math	Harcourt	2002
3	Math	Harcourt	2002
4	Math	Harcourt	2002
5	Math	Harcourt	2002
<b>SCIENCE CURRICULUM</b>			
Kindergarten	Science Activity Book	Harcourt	0-15-313777-2
1	Science	Harcourt	2002
2	Science	Harcourt	2002
3	Science	Harcourt	2002
4	Science	Harcourt	2000
4	Science	Harcourt	2002
5	Science	Harcourt	2002
<b>SOCIAL STUDIES CURRICULUM</b>			
Kindergarten	My World and Me: Activity Book	Harcourt Brace	0-15-310303-5
1	A Child's Place	Harcourt Brace	2000
2	Making A Difference	Harcourt Brace	2002
3	Communities	Harcourt Brace	2002
4	California	Harcourt Brace	2000
5	Early United States	Harcourt Brace	2000
Middle School	Activity Book for Social Studies	Harcourt Brace	1990
<b>LANGUAGE ARTS CURRICULUM</b>			
6	Hidden Treasures	Harcourt Brace	1999
6, 7, 8	Timeless Voices, Timeless Themes: Copper Level	Prentice Hall	2005
6, 7, 8	Timeless Voices, Timeless Themes: Bronze Level	Prentice Hall	2000
6, 7, 8	Timeless Voices, Timeless Themes: Silver Level	Prentice Hall	2000
<b>MATH CURRICULUM</b>			
Middle School/ High School	Passport to Algebra and	McDougall Littell	1999

	Geometry		
6	Algebra 1: Concepts and Skills	McDougal Littell	2004
7	Algebra 2	Glencoe McGraw-Hill	2003
High School	Calculus	Houghton Mifflin	2002
High School	Calculus of a Single Variable	Houghton Mifflin	2002
High School	Calculus of a Single Variable	Houghton Mifflin	2002
<b>SCIENCE CURRICULUM</b>			
6	Focus on: Earth Science	Prentice Hall	2001
7	Focus on: Life Science	Prentice Hall	2001
8	Focus on: Physical Science	Prentice Hall	2001
<b>SOCIAL STUDIES CURRICULUM</b>			
6	Ancient Civilization	Harcourt	2000
8	American Journey: Building a Nation	Glencoe McGraw-Hill	2007
<b>LANGUAGE ARTS CURRICULUM</b>			
Middle School/ High School	Vocabulary Workshop: Level D	Sadlier-Oxford	1996
Middle School/ High School	Vocabulary Workshop: Level F	Sadlier-Oxford	1996
High School	Adventures in World Literature	Harcourt Brace Jovanovich	1970
High School	Building English Skills: Yellow Level	McDougal Littell	1977
High School	Building English Skills: Purple Level	McDougal Littell	1977
High School	Building English Skills: Blue Level	McDougal Littell	1977
High School	Building English Skills: Orange Level	McDougal Littell	1977
<b>MATH CURRICULUM</b>			
High School	Pre-Algebra	Prentice Hall	2001
High School	Algebra 1	Prentice Hall	2001
High School	General Mathematics	Heath	1985
High School	Fundamentals of Mathematic Skills and Application	Houghton-Mifflin	1982
High School	Mathematic Handbook: Geometry to Go	Great Source	2001
<b>HEALTH CURRICULUM</b>			
High School	Health	Holt	1994
High School	Human Body	Steck Vaughn	2004
High School	Study Guide to Discovering Nutrition	Bennett and McKnight	1986
<b>SCIENCE CURRICULUM</b>			
High School	Introduction to General Science	Globe Fearon	1987
High School	Holt Physics	Holt, Rhinehart, Winston	2002
High School	Holt Physics	Holt, Rhinehart, Winston	2002
High School	Modern Biology	Holt, Rhinehart, Winston	1999
High School	Psychology: An Introduction : 10 <sup>th</sup> Edition	Prentice Hall	1998
<b>SOCIAL STUDIES CURRICULUM</b>			
High School	A History of the United States	Prentice Hall	2002

High School	MaGruder's American Government	Prentice Hall	1997
High School	World Geography: Building a Global Perspective	Prentice Hall	2002
High School	The Complete School Atlas	Holt, Rhinehart, Winston	1995
High School	The Complete School Atlas	Holt, Rhinehart, Winston	1995
High School	The Complete School Atlas	Holt, Rhinehart, Winston	1995
High School	The Complete School Atlas	Holt, Rhinehart, Winston	1995
<b>FORREIGN LANGUAGE CURRICULUM</b>			
High School	Sign Language: Interpreting and Interpreter Education	Oxford	2005
High School	Paso a Paso	Scott Foresman	1996
High School	Discovering French	McDougall Littell	2001
High School	Discovering French	McDougall Littell	2001
High School	Discovering French	McDougall Littell	2001
<b>HOME ECONOMICS CURRICULUM</b>			
Middle School/ High School	Skills for Independent Living	Globe Fearon	2002
Middle School/ High School	Basic Home Economics	Media Materials	1989
All Ages	Pillsbury: Best Cookies Cookbook	Potter	1997
All Ages	The Arts and Crafts Busy Book	Meadowbrook Press	2003
<b>ECONOMICS CURRICULUM</b>			
High School	Economics: Principles and Practices	Glencoe McGraw-Hill	2003
High School	Economics: Principles in Action	Prentice Hall	2001
<b>LITERATURE CURRICULUM</b>			
High School	D'Aulaires' Book of Great Myths	Delacorte Press	1962
High School	Great Traditions in Ethics	Denise, White, Peterfreund	2002
High School	Through the Safety Net Studies	Charles Baxter	1985
High School	The Woman Warrior	Maxine Hong Kingston	1975
High School	Beloved	Toni Morrison	1987
High School	Beloved	Toni Morrison	1987
High School	Beloved	Toni Morrison	1987
High School	Our Town	Thornton Wilder	2003
High School	The Secret Garden	Frances Hodgson Burnett	1911
High School	The Pearl	John Steinbeck	1937
High School	Of Mice and Men	John Steinbeck	1945
High School	The Red Pony	John Steinbeck	1933
High School	The Call of the Wild	Jack London	2000
High School	Island of the Blue Dolphins	Scott O'Dell	1960
High School	To Kill a Mockingbird	Harper Lee	1960
High School	Romeo and Juliet	William Shakespeare	1998
High School	The Adventures of Huckleberry Finn	Mark Twain	1965
High School	The Canterbury Tales	Geoffrey Chaucer	1964

High School	Anne Frank: Diary of A Young Girl	Anne Frank	1967
High School	Macbeth	William Shakespeare	1992
High School	The Tragedy of Julius Caesar	William Shakespeare	1973
<b>DICTIONARIES</b>			
All Ages	The American Heritage Dictionary	Harcourt Brace	1983
All Ages	The American Heritage Dictionary	Harcourt Brace	1983
All Ages	The American Heritage Dictionary	Harcourt Brace Jovanovich	1983
All Ages	The American Heritage Dictionary	Harcourt Brace Jovanovich	1983
<b>MODERATE TO SEVERE CURRICULUM GUIDES</b>			
Moderate to Severe	Special Education Administration of County Offices: Instructional Best Practices	Lakeshore	2005
Moderate to Severe	Special Education Administration of County Offices: Core Content Access	Lakeshore	2005

### Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
<b>Reading/Language Arts</b>	Textbook provided to each student as needed
<b>Mathematics</b>	Textbook provided to each student as needed
<b>Science</b>	Textbook provided to each student as needed
<b>History-Social Science</b>	Textbook provided to each student as needed
<b>Foreign Language</b>	Textbook provided to each student as needed
<b>Health</b>	Textbook provided to each student as needed
<b>Science Laboratory Equipment (grades 9-12)</b>	Textbook provided to each student as needed

### Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
<b>K</b>	N/A	36,000
<b>1</b>	N/A	50,400
<b>2</b>	N/A	50,400
<b>3</b>	N/A	50,400
<b>4</b>	N/A	54,000
<b>5</b>	N/A	54,000
<b>6</b>	N/A	54,000
<b>7</b>	N/A	54,000
<b>8</b>	N/A	54,000

<b>9</b>	64,800	64,800
<b>10</b>	64,800	64,800
<b>11</b>	64,800	64,800
<b>12</b>	64,800	64,800

### **Continuation School Instructional Days**

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

<b>Grade Level</b>	<b>Instructional Days With At Least 180 Instructional Minutes</b>	
	<b>Offered</b>	<b>State Requirement</b>
<b>9</b>	N/A	180 days
<b>10</b>	N/A	180 days
<b>11</b>	N/A	180 days
<b>12</b>	N/A	180 days