

# 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) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2005-06 school year or from the two preceding years (2003-04 and 2004-05). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04.

School Information		District Information	
<b>School Name</b>	Spectrum Center Solano Campus	<b>District Name</b>	Fairfield Unified School District
<b>Principal</b>	Dale Young, MA	<b>Superintendent</b>	A. Woodrow Carter
<b>Street</b>	720 Link Road	<b>Street</b>	1975 Pennsylvania Avenue
<b>City, State, Zip</b>	Fairfield, CA 94534	<b>City, State, Zip</b>	Fairfield, Ca 94534
<b>Phone Number</b>	(707) 864-0438	<b>Phone Number</b>	(707) 399-5009
<b>Fax Number</b>	(707) 864-8659	<b>Fax Number</b>	(707) 399-5154
<b>Web Site</b>	www.spectrumschools.com	<b>Web Site</b>	www.fsusd.k12.ca.us
<b>E-mail Address</b>	dyoung@esa-education.com	<b>E-mail Address</b>	woodrowa@fsusd.k12.ca.us
<b>CDS Code</b>	N/A	<b>SARC Contact</b>	Angela Zamora-Castillo

## School Description and Mission Statement

Spectrum Center is a non public school serving children with special needs since 1975. Our program is designed for students ages 5-22 who have challenging behavior and special educational needs representing a wide array of disabilities including: Severely Handicapped, Autism, Dually Diagnosed, Emotionally Disturbed (ED), Learning Disabilities, and Traumatic Brain Injury. Our school provides a menu of educational and related services that are outcome driven, research based, and utilize 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). Our mission is being a part of ensuring that "EVERY STUDENT SUCCEEDS".

## Opportunities for Parental Involvement

Contact Person Name	Angela Zamora-Castillo	Contact Person Phone Number	(707) 864-0438
<p>Our school attempts to host a parent/care-provider and student social event every other month. These are opportunities for parents to either attend a school event or an after-school event such as Science fairs, craft fairs, Back to School Night, relay events, going to a bowling alley, playing miniature golf, or attending fundraisers. These events give parents/care-providers the opportunity to see what their children are learning and how much they are working on building their social skills. Parents/care-providers also have the opportunity to meet other parents/care-providers, which can help with finding out resources for their children and themselves.</p> <p>Teachers make weekly phone calls to parents to touch base and share how the child's week went as well as ask for parent input.</p> <p>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.</p>			

## I. Demographic Information

### Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	1	Grade 9	4
Grade 1	0	Grade 10	7

<b>Grade 2</b>	3	<b>Grade 11</b>	4
<b>Grade 3</b>	2	<b>Grade 12</b>	6
<b>Grade 4</b>	2	<b>Post Secondary</b>	4
<b>Grade 5</b>	4		
<b>Grade 6</b>	5		
<b>Grade 7</b>	2		
<b>Grade 8</b>	4		
		<b>Total Enrollment</b>	48

## Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
<b>African-American</b>	15	31%	<b>Hispanic or Latino</b>	6	12%
<b>American Indian or Alaska Native</b>	0	0%	<b>Pacific Islander</b>	1	2%
<b>Asian</b>	1	2%	<b>White (Not Hispanic)</b>	22	46%
<b>Filipino</b>	2	4%	<b>Multiple or No Response</b>	1	2%

## II. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	9/2006	Date Last Discussed with Staff	9/2006
<p>The Solano Campus Safety Team consists of one member from each classroom. The Assistant Director, who is also a member of the larger Agency Safety Team, heads it. 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. We have a system of trainings and drills such as emergency preparedness, fire and duck and cover drills to address the need for safety, should disaster strike the campus during business hours.</p> <ol style="list-style-type: none"> <li>1. The Assistant Director conducts monthly fire drills with staff and students.</li> <li>2. Duck and Cover drills are coordinated by the classroom Safety Team member and are implemented once a month with students.</li> <li>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.</li> </ol>			

### School Programs and Practices that Promote a Positive Learning Environment

<p>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 school wide reinforcement and direct instruction 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.</p>
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### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School		
	2004	2005	2006
<b>Number of Suspensions</b>	4	1	2
<b>Rate of Suspensions</b>	2%	2%	4%
<b>Number of Expulsions</b>	0	0	0
<b>Rate of Expulsions</b>	0	0	0

<p>Because we are a non-public school, that works with those who display challenging behaviors, suspensions are very rare and there have been no expulsions. If a student is suspended it is for extreme safety reasons that the school has no control over. An IEP meeting is immediately arranged to address the challenge at hand and problem solve, while reviewing the students Behavior Intervention plan</p>
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## IV. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District		State	
	2004	2005	2006	2004	2005	2004	2005
<b>Enrollment (9-12)</b>	43	31	25	6,719	7,031	1,830,903	1,876,927
<b>Number of Dropouts</b>				260	193	58,189	61,253
<b>Dropout Rate (1-year)</b>	N/A, due to us being a NPS and working with the school districts to get them back to a less restrictive environment.			2.7	4.1	3.2	3.3
<b>Graduation Rate</b>				87.0	81.5	85.3	84.9

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	2004			Avg. Class Size	2005			Avg. Class Size	2006					
	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														

Our model is to provide small classroom sizes, due to this our classrooms can be anywhere from 6 to 12 students in a classroom.

## Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003			2004			2005					
	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												
Mathematics				Our model is to provide small classroom sizes, due to this our classrooms can be anywhere from 6 to 12 students in a classroom per teacher. We currently have 6 classrooms.								
Science												
Social Science												

## Class Size Reduction

California's K-3 Class Size Reduction Program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K			
1	There are currently 6 to 12		
2	students a classroom within		
3	this grade level		

## VI. Teacher and Staff Information

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2004	2005	2006
<b>Total Teachers</b>	8	11	8
<b>Teachers with Full Credential</b>	0	6	5
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	0	0	0
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	6	3	3
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	2	2	0

### Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
<b>Doctorate</b>	0	
<b>Master's Degree plus 30 or more semester hours</b>	0	
<b>Master's Degree</b>	2	NA
<b>Bachelor's Degree plus 30 or more semester hours</b>	6	
<b>Bachelor's Degree</b>	0	
<b>Less than Bachelor's Degree</b>	0	

## 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.

## Substitute Teachers

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.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	20%
Senior Clinician	1
Education Coordinator	1
Clinical Assistant	1
Speech/Language/Hearing Specialist	1
OT specialist	40%
Vision O&M Specialist	10%
APE Specialist	20%

## VII. Curriculum and Instruction

### School Instruction and Leadership

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.

Spectrum Center is supervised 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

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, 1<sup>st</sup> aid, Hughes Bill, incident report writing, emergency preparedness, bloodborne pathogens, student supervision, FMLA/Hippa, safety in the workplace, and universal precautions.

## Quality and Currency of Textbooks and Other Instructional Materials

Approximately 91% of our students follow the modified state standards. All these students have their own materials for each domain area of his/her curriculum (Daily Living Skills, Domestic Skills, Leisure, Physical Education, Vocational Skills, Functional Math and Reading). Our materials are current with the California State Modified Core Curriculum.

Our students who have academic skills utilize Saxon Math, Basic Math Series, Keys to Algebra, Geometry, SRA Reading, EdMark Reading, Basic English Grammar, English for the World of Work, US History, World History, Personal Fitness, Biology, Earth Science and a variety of supplemental materials as a bridge to accessing the CORE curriculum. All students have reading and math materials at their skill level.

The state-approved textbooks are appropriate to the current editions approved by the district in which we reside. We purchase new materials throughout the year as new students are enrolled and as materials become damaged.

## Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-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 (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	Basic English, English for World of Work, EdMark, SRA
Mathematics	Basic Math, Saxon Math, Algebra, Geometry
Science	Biology: The Dynamics of Life, Earth Science
History/Social Science	World History, U.S. History
Foreign Language	N/A
Health	Personal Fitness
Science Laboratory Equipment (grades 9-12)	N/A

## Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

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

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

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	210 days	180 days
10	210 days	180 days
11	210 days	180 days
12	210 days	180 days

## Total Number of Minimum Days

We do not have minimum days.

## VIII. Post-Secondary Preparation (Secondary Schools)

### Degree to Which Students Are Prepared to Enter Workforce

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.

## IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

### Average Salaries (Fiscal Year 2005-2006)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

	Spectrum Center Amount	State Average For Districts In Same Category
Beginning Teacher Salary Low	34,800	
Beginning Teacher Salary High	66,000	
Average Principal Salary	78,946.80	N/A
Percent of Budget for Teacher Salaries	N/A	
Percent of Budget for Administrative Salaries	N/A	