

# School Accountability Report Card Reported for School Year 2006-07

*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

School Information		District Information	
<b>School Name</b>	Spectrum Center Schools	<b>District Name</b>	West Contra Costa County
<b>Principal</b>	Kathleen Bohrer, Ph.D	<b>Superintendent</b>	Bruce Harter
<b>Street</b>	16330 San Pablo Avenue	<b>Street</b>	1108 Bissell Avenue
<b>City, State, Zip</b>	San Pablo, CA 94705	<b>City, State, Zip</b>	Richmond, CA 94801
<b>Phone Number</b>	510-724-4494	<b>Phone Number</b>	(510) 231-1101
<b>Fax Number</b>	510-724-4430	<b>Fax Number</b>	(510) 236-6784
<b>Web Site</b>	<a href="http://www.spectrumschools.com">www.spectrumschools.com</a>	<b>Web Site</b>	<a href="http://www.wccusd.k12.ca.us">www.wccusd.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:wokeefe@esa-education.com">wokeefe@esa-education.com</a>	<b>E-mail Address</b>	
<b>CDS Code</b>	NA	<b>SARC Contact</b>	Whitney O'Keefe (Spectrum Center)

### School Description and Mission Statement

Spectrum Center offers a nonpublic school program for students ages 5 to 22, serving students with challenging educational and behavioral needs, including the following disabilities: autism, moderately to severely handicapped, multiple handicapped, emotional disturbance, deaf, blind, and hearing impaired. Our mission statement is, "Every student succeeds!"

### Opportunities for Parental Involvement

<b>Contact Person Name</b>	<b>Whitney O'Keefe</b>	<b>Contact Person Phone Number</b>	<b>510-724-4494</b>
Spectrum Center offers several opportunities for parental involvement. We communicate with parents weekly and daily through communication notebooks and phone calls, as well as an annual open house. The program is individualized for every student in terms of the education and behavioral components, which we develop with collaboration with the student's IEP team.			

## II. Demographic Information

### Student Enrollment – Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten		Grade 9	
Grade 1		Grade 10	
Grade 2		Grade 11	1
Grade 3		Grade 12	1
Grade 4		Ungraded Secondary	53
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Ungraded Elementary	33	Total Enrollment	88

### Student Enrollment – Racial and Ethnic Subgroups

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	34	42%	Hispanic or Latino	17	21%
American Indian or Alaska Native	0	0%	Pacific Islander	2	4%
Asian	4	5%	White (Not Hispanic)	20	25%
Filipino	0	0%	Multiple or No Response	2	3%

## III. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	Date Last Discussed with Staff
<p>The Tara Hills Campus Safety Team consists of the Custodian, Two Clinical Assistants, and the Director. Each safety team member is responsible for monitoring monthly classroom safety and risk abatement checklists. The safety team is also responsible for maintaining adequate blood borne pathogens supplies in the Nurse's Station. Each clinical assistant coordinates with the Custodian to conduct morning and afternoon safety sweeps to insure the campus is secure and free from dangerous debris. The Facilities Manager is responsible for all campus repair and coordinates with the administrative coordinator and/or director to ensure repairs are complete. An Annual Plan consists of improvements to the property, classrooms, resurfacing floors and repairs to the general building as well as, developing additional classroom programming in order to facilitate continued student population growth.</p> <p>Emergency Preparedness includes monthly fire drills, monthly earthquake drills, monthly OSHA building checks, an annual fire inspection, and an annual Disaster Drill which includes earthquake preparedness, shelter in place, violent intruder protection and an annual Exposure Control Plan.</p>	

### 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 Direct Instruction, Discrete Trial Training, and 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 positive 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 resulted 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			District		
	2005	2006	2007	2004	2005	2006
<b>Number of Suspensions</b>	0	1	1		Antioch	WCCUSD
<b>Rate of Suspensions</b>	0	0	0			
<b>Number of Expulsions</b>	0	1	0			WCCUSD
<b>Rate of Expulsions</b>	0	0	0			

## 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. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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 San Pablo campus is comprised of 11 classrooms. Within the building there are 3 student bathrooms and 1 staff bathroom, a multipurpose room or Gym, a sensory room "The Explorazone", a game room, shower, laundry room, nurse's station, staff resource room and lounge, recycling room, Speech and Language offices, OT and APE room and offices, student cafeteria, two kitchens and several conference rooms. On the grounds is a fenced play yard, a garden, basketball court and areas for sidewalk games.

### 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 school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
<b>Gas Leaks</b>	X		
<b>Mechanical Systems</b>	X		
<b>Windows/Doors/Gates (interior and exterior)</b>	X		
<b>Interior Surfaces (walls, floors, and ceilings)</b>	X		
<b>Hazardous Materials (interior and exterior)</b>	X		
<b>Structural Damage</b>	X		
<b>Fire Safety</b>	X		
<b>Electrical (interior and exterior)</b>	X		
<b>Pest/Vermin Infestation</b>	X		
<b>Drinking Fountains (inside and outside)</b>	X		
<b>Restrooms</b>	X		
<b>Sewer</b>	X		
<b>Playground/School Grounds</b>	X		
<b>Other</b>			

## V. School Completion (Secondary Schools)

### California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (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. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.*

## VI. 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	2005				Avg. Class Size	2006			Avg. Class Size	2007		
	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	10	8			9	10			9	10		

## VII. 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 counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2005	2006	2007
<b>Total Teachers</b>	8	10	9
<b>Teachers with Full Credential</b>	4	4	4
<b>Teachers Teaching Outside Subject Area</b> (full credential teaching outside subject area)	NA	NA	NA
<b>Teachers in Alternative Routes to Certification</b> (district and university internships)	NA	NA	2
<b>Pre-Internship</b>	NA	NA	1
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	3	3	2
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	1	0	0

## Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
<b>Doctorate</b>	0%	NA
<b>Master's Degree plus 30 or more semester hours</b>	0%	NA
<b>Master's Degree</b>	40%	NA
<b>Bachelor's Degree plus 30 or more semester hours</b>	40%	NA
<b>Bachelor's Degree</b>	20%	NA
<b>Less than Bachelor's Degree</b>	0%	NA

## Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2005	2006	2007
<b>Vacant Teacher Positions</b>	0	0	0

## Teacher Evaluations

Each teacher is evaluated on his/her overall performance in the classroom. Teachers' areas 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 6 and 12 month written evaluations. Scores range from unsatisfactory to outstanding. Teachers must pass all evaluations in order to meet probation.

## Substitute Teachers

Spectrum Center Schools provide teacher's assistants who support the room and provide consistency for students when the teacher is away. These staff may include an Associate Teacher and/or an Instructor Level 2. In addition, each classroom has an Education Coordinator who works closely with students and staff in their assigned classrooms. An Education Coordinator completes behavioral assessments, behavior plans, collaborates with the teacher to develop IEP goals and monitors their implementation. All of these staff work directly with students and are familiar with students' schedules, behaviors, and IEP goals.

## 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
<b>Counselor</b>	0%
<b>Senior Clinician</b>	100%
<b>Education Coordinator</b>	300%
<b>Clinical Assistant</b>	200%
<b>DIS staff (APE/OT)</b>	140%
<b>Speech/Language/Hearing Specialist</b>	100%

## Academic Counselors

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. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0%	NA

## VIII. 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. Each Spectrum Center campus is run by a Director whose job is to provide leadership, direction and decision making to assure quality programming. 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 Coordinators meet weekly with teachers and classroom staff to discuss student academic and behavioral progress.

### 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 collection, and safety in the classroom. All of our staff are required to attend crises management training. Throughout the school year teaching staff receive trainings, when appropriate, in using board maker, PECS, TEACCH, token economy systems, and social skills strategies. The week before the Fall semester begins, all staff receive required trainings including but not limited to: CPR, 1st aid, Hughes Bill, incident report writing, emergency preparedness, blood borne pathogens, student supervision, FMLA/Hippa, safety in the workplace, sexual harassment, Child Protective Services, 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
<b>Reading/Language Arts</b>	<p>Approximately 70% 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.</p> <p>Our students with academic skills utilize SRA Reading Mastery, Spelling Mastery, Corrective Reading, Language for Learning, Edmark Reading, Reasoning and Writing, Expressive Writing and Plato Learning Systems as a bridge to accessing the CORE curriculum. All students have reading and spelling materials at their skill level.</p> <p>The state-approved textbooks we use for the students as appropriate are 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.</p>
<b>Mathematics</b>	<p>SRA Connecting Math Concepts and Touch Math, and Plato Learning Systems. All students have math materials at their skill level.</p> <p>The state-approved textbooks we use for the students as appropriate are 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.</p>
<b>Science</b>	<p>Plato Learning Systems.</p> <p>The state-approved textbooks we use for the students as appropriate are 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.</p>
<b>History-Social Science</b>	<p>Plato Learning Systems.</p>

The state-approved textbooks we use for the students as appropriate are 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 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
Reading/Language Arts	SRA/McGraw Hill (Open Court), Prentice Hall (Timeless Voices)
Mathematics	Harcourt Math, Prentice Hall (Pre-Algebra and Algebra), Glenco-McGraw Hill (Geometry and Trig), Addison Wesley (Calculus)
Science	SRA/McGraw Hill (Open Court), Holt Rinehart & Winston (Earth Science, Life Science, Physical Science, Health Science, and Modern Chemistry), Prentice Hall (Biology).
History-Social Science	SRA/McGraw Hill (Open Court), Harcourt Brace (Ancient Civilizations), Teacher's Curriculum Institute (Medieval World and Beyond, History Alive), McDougal Littell (World History: Patterns of Interactions), Houghton Mifflin (U.S. History – The Americans) American Government- Institutions and Policies.
Foreign Language	NA
Health Science	Holt, Rinehart and Winston, Health Science
Science Laboratory Equipment (grades 9-12)	NA

### 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
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	180 days
10	210	180 days
11	210	180 days
12	210	180 days

### Minimum Days in School Year

There are no minimum days throughout the school year.

## IX. Postsecondary Preparation (Secondary Schools)

### Workforce Preparation Programs

Information about the school's career technical education programs and classes.

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.

## X. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

Data reported are the district salaries 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. Data are also reported for teacher and administrative salaries as a percent of a district's budget. 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/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,600	NA
Highest Teacher Salary	\$64,800	NA
Average Principal Salary	\$78,946.80	NA
Percent of Budget for Teacher Salaries	NA	NA
Percent of Budget for Administrative Salaries	NA	NA