

School Accountability Report Card Reported for School Year 2013-14

Published During 2014-15



SPECTRUM CENTER – Ygnacio Valley High School Collaborative Campus

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I. Data and Access

Spectrum Center Schools SARC reports are available on our web site at: spectrumschools.com

II. About This School

School Description and Mission Statement

About this school:

Spectrum Center Schools have been serving special needs students with since 1975. We are a California Department of Education certified nonpublic school program.

Spectrum Center-Ygnacio Valley Campus is a nonresidential school that is certified to provide educational services to students from ages 14-19. This campus serves students with autism, dual diagnosis and mild cognitive delays and is located on the campus of Ygnacio Valley High School. California Content Standards are imparted through group instructional lessons as staff members monitor and assist to ensure a successful learning environment. Individual Educational Plans (IEP) are addressed throughout the school day and across a variety of settings. Students are encouraged to assume the responsibility of independence across the campus. This inclusion program provides the opportunity for students to enroll in general education courses which include core subjects and electives according to each student's IEP, typically, students will receive a certificate of completion however, the opportunity to graduate with a high school diploma is also an option. A strong foundation of social skills including calming strategies, techniques to cope with frustration and conversation etiquette is embedded into the classrooms structure. Related Services (RS) include speech pathology, adaptive physical education, and occupational therapy are provided by The Mount Diablo Unified School District. The curriculum is highly structured with a strong emphasis on California State Standards. 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. We believe: Every Student Succeeds.

Our school provides a menu of education and related services that are outcome driven; research based, and utilizes 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) and according the CA. content standards. Communication is addressed across all skill domains. Students also learn social interaction skills across all activities.

Our behavior analytic, data-based approach evaluates curricular, environment, intra-personal and interpersonal variables in designing non-aversive behavior programs to teach pro-social behaviors. Some of our standard evidenced based practices include:

- Applied Behavioral Analysis
 - Functional Analysis
 - Positive Behavior Intervention Plans
 - Positive Behavioral Supports
- Curriculum and Instruction
 - State Standards Implementation
 - Direct Instruction
 - Computer Assisted Technology
 - Discrete Trial Training
- Ongoing Progress Monitoring
 - Curriculum Based Measurements
 - Content based Assessments
 - Standardized Assessments

Data is collected on academic achievement and on each Individualized Educational Plan (IEP) goal weekly. The data is reviewed monthly to assess the student’s progress. Lessons plans are revised as needed to assure student learning. A progress report and/or report card is completed for every student and is provided to both the parent and LEA quarterly per the IEP and master contract.

Spectrum Center Schools monitor progress on targeted campus goals quarterly. An Internal Accountability Review is conducted annually.

Mission Statement:

Our mission is to provide personalized, evidence-based educational services for non-traditional learners in collaboration with families and public school districts.

Opportunities for Parental Involvement

Parents are involved in the student enrollment process, parent/teacher conferences, IEP development and approval.

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. Back to School Night provides an opportunity 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/weekly correspondence logs are utilized to keep parents informed of their child’s progress and to facilitate parent involvement and input. Parents will also have the opportunity to participate in the Western Association of Schools and Colleges (WASC) self-study accreditation process. We will seek their assistance to evaluate specific areas of our program through surveys, interviews and group meetings.

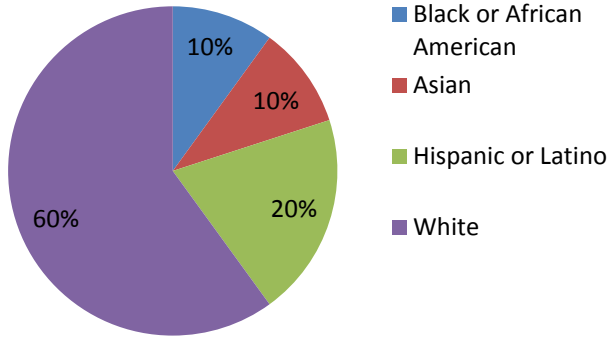
Student Enrollment by Grade Level (School Year 2013-14)

This table displays the number of students enrolled in each grade level (determined by age) at the school.

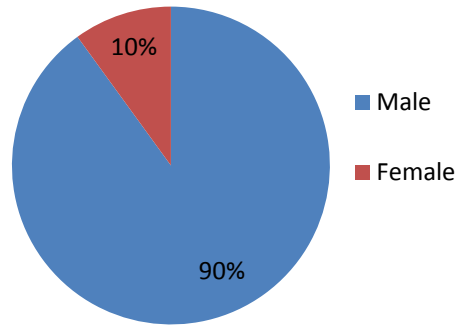
Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	3
Grade 3	0	Grade 10	3
Grade 4	0	Grade 11	1
Grade 5	0	Grade 12	4
Grade 6	0	Ungraded HS	0
Grade 7	0	Post-Secondary	0
Grade 7	0	Total Enrollment	10

Student Enrollment by Group

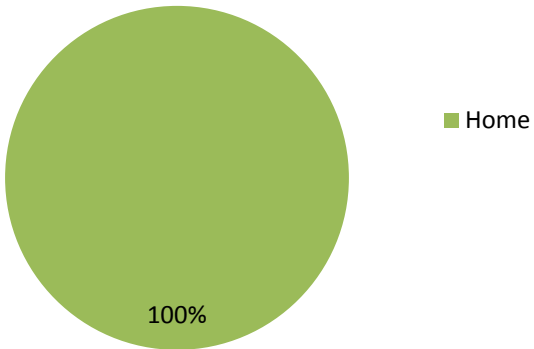
Diversity



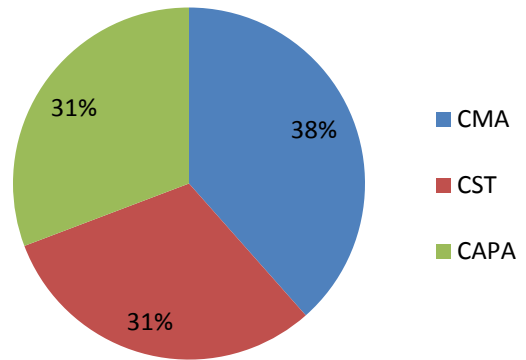
Gender



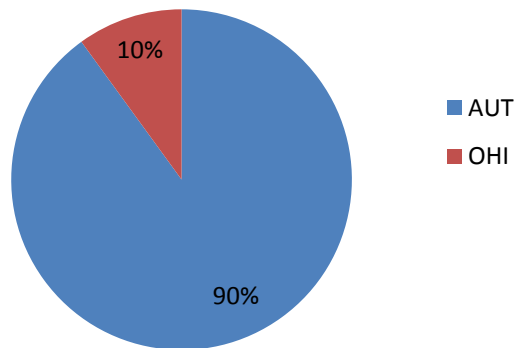
Residence



STAR



Disability Eligibility



Average Class Size

Our model is to provide small classroom sizes; The Spectrum Ygnacio classroom can accommodate 10 students. Students are in classrooms according to age and function level. In the 2013-14 school year, the Ygnacio Valley High School Collaborative Campus served an average of 10 students in 1 classroom.

III. School Climate

School Safety Plan (School Year 2013-14)

All staff receive required trainings including, but not limited to: 1st Aide/CPR, Hughes Bill, incident report writing, emergency preparedness, blood borne pathogens, student supervision, safety in the work place, sexual harassment, abuse reporting and universal precautions.

Spectrum Ygnacio Valley High School Collaborative is responsible for monitoring monthly classroom safety and risk abatement checklist, maintaining adequate first aid and blood borne pathogen supplies and reviewing safety incidents as needed.

Spectrum Ygnacio Valley High School Collaborative has a system of training and drills to address the need for safety should disaster strike the campus during business hours.

1. The host site conducts fire drills with staff and students in accordance with the host site.
2. Duck and Cover drills are coordinated by the classroom Safety Team member and are implemented in accordance with the host site.
3. Emergency Preparedness Training takes place annually and follows the host site protocol. 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.

Suspensions and Expulsions

Rate	School		
	2011-2012	2012-13	2013-14
Suspensions	0	0	0
Expulsions	0	0	0

IV. School Facilities

School Facility Conditions and Improvement Plan (School Year 2014-15) NA- Spectrum Center Ygnacio Valley High School Collaborative is a comprehensive public school campus. Mt. Diablo USD is responsible for building maintenance.

Age of School Buildings:

The Spectrum Center Ygnacio Valley High School Collaborative is located at the Ygnacio Valley public school. This is a typical public high school. The school area of the building has multiple classrooms, a library/multipurpose room, a cafeteria, a gymnasium and administrative offices.

Maintenance and Repair:

Spectrum Center Ygnacio Valley High School Collaborative is a comprehensive public school campus. Mt. Diablo USD is responsible for building maintenance.

Cleaning Process and Schedule:

NA- Spectrum Center Ygnacio Valley High School Collaborative is a comprehensive public school campus. Mt. Diablo USD is responsible for cleaning process and schedule.

Modernizing or New School Construction Projects: NA

School Facility Good Repair Status (School Year 2014-15)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	*				n/a
Interior: Interior Surfaces		*			n/a
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		*			n/a
Electrical: Electrical	*				n/a
Restrooms/Fountains: Restrooms, Sinks/Fountains		*			n/a
Safety: Fire Safety, Hazardous Materials		*			n/a
Structural: Structural Damage, Roofs	*				n/a
External: Playground/School Grounds, Windows/Doors/Gates/Fences	*				n/a
Overall Rating		*			n/a

V. Teachers**Teacher Credentials**

Teachers	School		
	2011-12	2012-13	2013-14
Number of campus classrooms	1	1	1
Clear Level 2	1	0	0
Preliminary Level 1	0	1	1
UIP	1	0	0
PIP/STSP	0	0	0
Emergency Substitute (Classroom Aides)	1	1	1

VI. Support Staff

Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School
Senior Clinician	.2
Curriculum & Instructional Specialist	.2
Education Coordinator	.25
Clinical Specialist	.2
Vocational Specialist	.2
Behavioral/Instructional Classroom Aides	2
MFT Counselor	0
Speech/Language/Hearing Specialist	0
Occupational Therapist	0
Adapted Physical Education	0
Nurse	0

VII. Curriculum and Instructional Materials

Instructional Materials (School Year 2014-15)

Each student at CST and CMA level has a text book which matches the SBE or the local LEA's adapted text books in each academic area at his/her grade level. In addition Spectrum Center provides supplemental materials as appropriate to match the students' learning patterns.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials * Need to import the campus' Materials form	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	*	0%	yes
Mathematics	*	0%	yes
Science	*	0%	yes
History-Social Science	*	0%	yes
Foreign Language	*	0%	yes
Health	*	0%	yes
Visual and Performing Arts	*	0%	yes

Grade Level	Core Subject	Textbooks	ISBN#	Year	Publisher	District Alignment
9	ELA	Timeless Voices Timeless Themes: Gold Level	0-13-054805-7	2002	Prentice Hall School Division	Mt. Diablo
10	ELA	Timeless Voices Timeless Themes: Platinum Level	0-13-054806-5	2002	Prentice Hall School Division	Mt. Diablo

11	ELA	Timeless Voices Timeless Themes: The American Experience	0-13-054807-3	2002	Prentice Hall School Division	Mt. Diablo
12	ELA	Timeless Voices Timeless Themes: The British Experience	0-13-054793-X	2002	Prentice Hall School Division	Mt. Diablo
9-12	MAT	CA Algebra: Concepts and Applications	2825364	2005	Glencoe McGraw-Hill	Mt. Diablo
9-12	MAT	CA Algebra 1	130442631	2004	Prentice Hall School Division	Mt. Diablo
9-12	MAT	Geometry	131339974	1998	Glencoe	Mt. Diablo
9-12	MAT	Algebra II	28251784	2004	Prentice Hall School Division	Mt. Diablo
9-12	SCI	Biology I	132013525	2007	Prentice Hall School Division	Mt. Diablo
9-12	SCI	Chemistry: Matter and Change	978-0-07-877-237-5	2007	Glencoe Publishing	Mt. Diablo
9-12	SCI	Focus on Life Science	978-0-618-64099-7	2007	McDougal Littell/Houghton Mifflin	Mt. Diablo
9-12	SCI	Physical Science: Concepts in Action: With Earth and Space Science	0-13-166308-9	2006	Pearson Prentice Hall	Mt. Diablo
9-12	SCI	Physical Science: Concepts in Action:	0-13-166305-4	2006	Pearson Prentice Hall	Mt. Diablo
9-12	SS	World History: The Modern World CA Edition	131299778	2007	Prentice Hall	Mt. Diablo
9-12	SS	The Americans: Reconstruction Through the 20th Century	0-618-0814-9	2002	McDougal Littell/Houghton Mifflin	Mt. Diablo
9-12	SS	The Americans: Reconstruction Through the 21st Century	0-978-0-618-557-13-4	2006	McDougal Littell/Houghton Mifflin	Mt. Diablo
12	SS	American Government (Magruder's American Government)	131816764	2005	Pearson Prentice Hall	Mt. Diablo
12	SS	Economics Principles in Action	0-13-133487-5	2007	Pearson Prentice Hall	Mt. Diablo

VIII. School Finances

Expenditures per Pupil (Fiscal Year 2013-14)

Total Dollars	Dollars per student	Average Teacher Salary
\$ 304,081	\$ 30,408	\$52,452

Types of Services Provided

Spectrum Center Schools work cooperatively with local school districts to develop a customized curriculum for each student based on the student's Individual Education Program (IEP), abilities, interests and goals. The Spectrum Center Schools meet state education standards and are based on the principals of Applied Behavior Analysis (ABA). ABA is a discipline devoted to the understanding and improvement of human behavior. Spectrum's ABA curriculum includes specific strategies for preventing behaviors of concern, teaching alternative appropriate behavior, teaching self-control strategies, improving learning skills and responding to behaviors of concern in a safe and respectful manner.

Spectrum Ygnacio Valley High School Collaborative serve students with dual diagnosis and mild cognitive delays who benefit from a consistent and structured program, with an emphasis on a successful transition to a less restrictive environment. The students receive individualized instruction in academic, social and behavioral skills, in a low student to instructor ratio.

Applied Behavior Analysis is the foundation of Spectrum's approach to teaching children with autism in an environment that is predictable, consistent, structured and positive. Spectrum's curriculum for students with autism in highly structured involves repeated presentation of instruction and focuses on communication, behavior, social and academic skills in a low student to instructor ratio.

Related services provided at by Spectrum Center per the student Individual Education Program includes Speech and Language Therapy, Occupational Therapy, Adapted Physical Education, Augmentative Communication, and Assistive Technology.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	Spectrum Schools Amount	State Average (ADA <1,500)
Beginning Teacher Salary	\$43,689	\$38,592
Mid-Range Teacher Salary	\$52,332	\$55,764
Highest Teacher Salary	\$66,999	\$72,219
Average Teacher Salary	\$52,452	\$90,207
Average Director Salary	\$78,203	\$116,768

IX. Student Performance

Districts and Parents receive the STAR test results. The Ygnacio Valley Campus has 10 or less students, so they are not able to report on student test results and or progress.

X. Accountability

California Department of Education Certification (CDE)

The Spectrum Center Schools are all certified by the California Department of Education.

Schools Commission of the Western Association of Schools and Colleges Accreditation (WASC)

The Spectrum Center Schools are all fully accredited by the Schools Commission of the Western Association of Schools and Colleges.

Academic Performance Index (API)

The API is not applicable to Non Public Schools.

XI. Postsecondary Preparation

WorkAbility I

Spectrum Center is a state-approved WorkAbility I Program (WAI) site. WorkAbility I is a California transition program and is funded and administered by the Special Education Division of the California Department of Education. The WorkAbility I Program provides resources for transition services with a primary focus on comprehensive pre-employment, work site training, and employment, along with follow-up services for youth in special education.

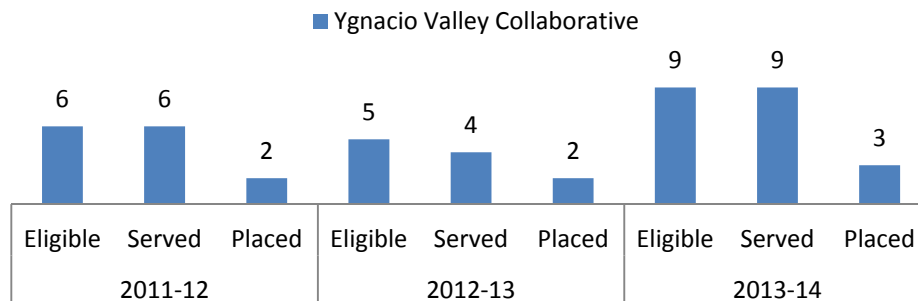
Spectrum's WAI program goal is to provide students with the skills necessary to maximize the level of independence and productivity in their lives, assisting them into a quality adult life.

The State WAI model requires service delivery, data collection, documentation, and reporting in line with WAI's Array of Services. The WAI Array includes, but is not limited to, career awareness and exploration, career counseling, vocational assessments, pre-employment activities that promote employment readiness, job search skills, and job retention, work training, and follow-up services. Spectrum's WAI Program strives to include as many elements of these services as "best practices", based on individual student's skills, abilities, and interests.

Spectrum's WAI program offers pre-vocational / vocational training, and pre-employment and career planning services for students 14-22 aligned as much as possible with each student's Individual Education Plans (IEP). As mandated in the IDEA 2004, and by the age of 16, transition planning, post-secondary goals, and individualized transition services will be addressed simultaneously with the development of the student's annual IEP goals. The Individual Transition Plan (ITP) is based on age-appropriate transition assessments. Measurable post-secondary goals are developed based on students' individual long-term objectives, interests, and preferences, and may include paid work training and other employment-related services. The development and practice of independent living skills are also a part of the long-term goals.

Pre-vocational and vocational training prepares students for future WAI subsidized or direct hire work training and employment opportunities, and includes, but is not limited to, pre-vocational/vocational tasks, mobility training, self-care, training in tolerance with time on task, work maturity standards and values, and the development of effective communication skills. The program features a strong community-based component. Research has shown that it is most productive for our students to learn skills in the natural environment where they will be later expected to demonstrate the skills. In this way, generalization is enhanced and independence maximized.

Workability I Program



Completion of High School Graduation Requirements

Most students of Spectrum Ygnacio Valley High School Collaborative program are not on graduation track and participate in workability/vocation. On the occasion that a student in this program is on graduation track, the program will follow the graduation requirements of the Mount Diablo Unified School District. Freshman are expected to earn 0-49 credits, Sophomores, 50-99, Juniors 100-124, Seniors 125-200. Students must earn the following requisite of credits: English 40, Mathematics 20, Social Science 30, Science 20, Foreign Language/Fine Arts 10, Physical Education 20, and Electives 60

XII. Instructional Planning and Scheduling

Spectrum Center offers teaching staff an opportunity to join a cohort credential program (Level 1 or 2 credentials) or obtain their masters 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 training CD called BEST, 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.

Teacher Training

Sample Teacher Trainings:

Improving Student outcomes through Data-based Decisions -

- Teaching Plans

- Data Systems

- Graphing & Data Analysis

- Ensuring Proper Implementation of Teaching Plans by Classroom Staff

Direct Instruction –

- Corrective Reading Decoding & Comprehension

- Spelling Through Morphographs

- Expressive Writing I & II

Staff Training

All Staff are trained in:

Professional Assault Crisis Training (Pro-ACT)

Behavior and Education Staff Training (BEST) – Computer-based instruction and competency-based evaluation in the areas of:

- Dignity and Respect

- Communication

- Teaching Strategies

- Data Collection

- Reducing Challenging Behaviors

- Safety