

# School Accountability Report Card Reported for School Year 2014-15

*Published During 2015-16*



## **SPECTRUM CENTER – DELTA CAMPUS**

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## **I. Data and Access**

Spectrum Center Schools SARC reports are available on our web site at: [spectrumschools.com](http://spectrumschools.com)

## **II. About This School**

### **School Description and Mission Statement**

#### **About this school:**

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

Spectrum Center Delta Campus offers a nonpublic school program that is certified by California Department of Education to provide education for students ages 5 to 22. The Delta Campus is designed to serve students with challenging behaviors, social & academic needs representing a wide array of disabilities. The school currently has 92 students served in 7 classrooms each with a credentialed Special Education teacher and specially trained paraprofessionals. All students have individualized education plans, and positive behavior intervention plans when needed. The curriculum is highly structured with a strong emphasis on communication, social skill acquisition and community based instruction. The Campus is easily accessible from most Contra Costa, Alameda and San Joaquin County cities. Each classroom has its own mission and focus to meet our individual student's needs. In addition, Delta campus offers Speech, Occupational and APE services.

The school provides a menu of education and related services in the areas of academics, independent living, community integration, recreation/leisure, and vocational training. 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 evidence-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. Lesson 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**

Parental and care provider involvement is encouraged throughout the school year. Our campus hosts an annual Open House each Fall and invites our students along with their parents and care providers to attend. Teachers and parent/care providers work together to individualize means of daily communication (email, written logs, phone calls, etc.) which supports program consistency between home and school. We have an open door policy where parents can schedule visits to their child's classroom anytime throughout the school year. Parents/care providers participate in annual (and as-needed) IEP meetings. In addition they are involved in the student enrollment process, parent/teacher conferences, IEP development and IEP approval.

Spectrum Center Delta provides trainings as needed to help parent/care providers with their behavioral challenges at home. These trainings have included, but are not limited to, using ABA principles, Positive Reinforcement, and Visual Supports.

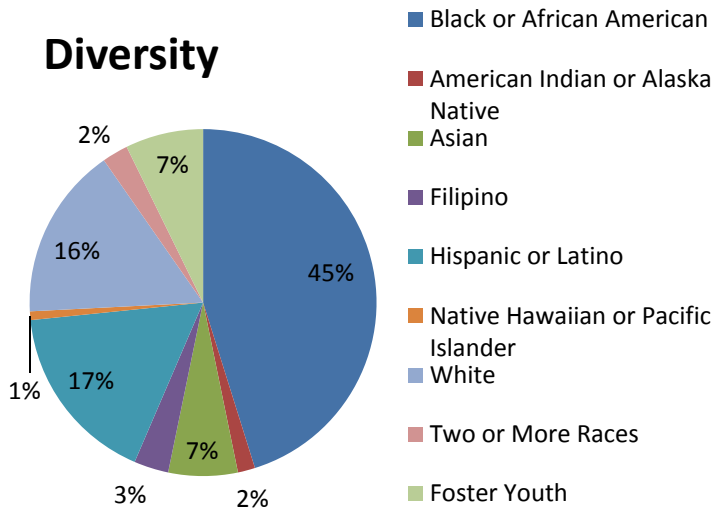
**Student Enrollment by Grade Level (School Year 2014-15)**

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

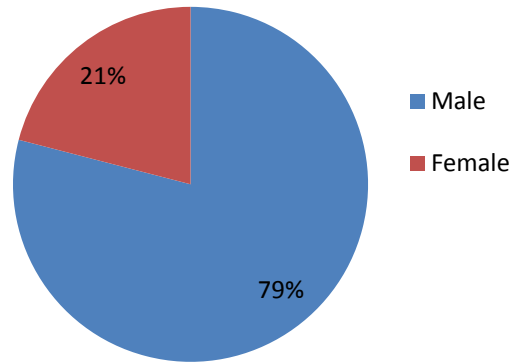
Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Ungraded Elementary	
Grade 1	3	Grade 9	13
Grade 2	5	Grade 10	10
Grade 3	2	Grade 11	14
Grade 4	7	Grade 12	12
Grade 5	4	Ungraded HS	0
Grade 6	8	Post-Secondary	33
Grade 7	4		
Grade 8	9	Total Enrollment	124

# Student Enrollment by Group

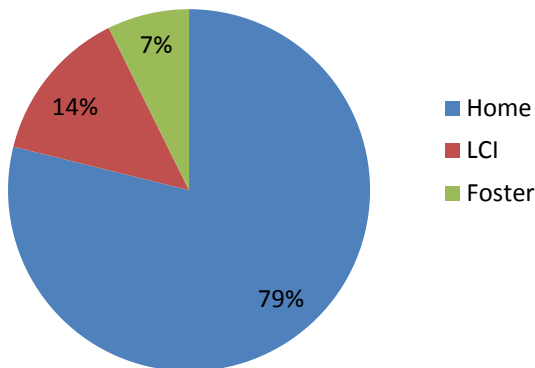
## Diversity



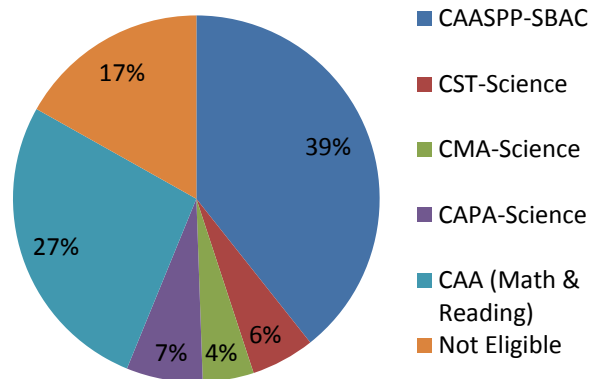
## Gender



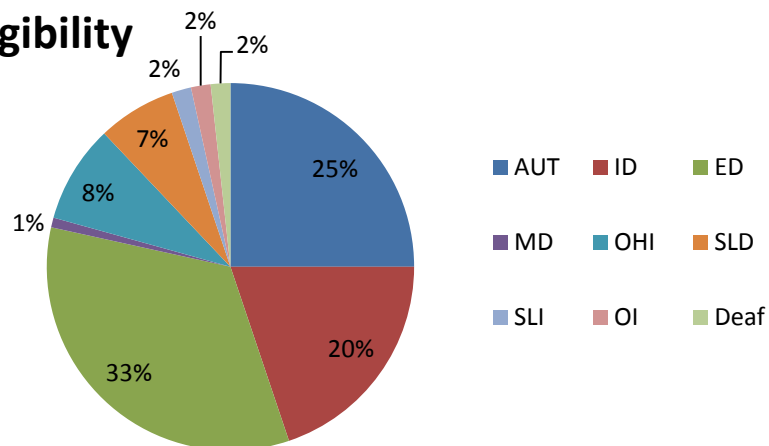
## Residence



## STAR



## Disability Eligibility



## Average Class Size

Our model is to provide small classroom sizes. Spectrum Center Delta classrooms serve a maximum of 14 students in a classroom. Students are placed in classrooms according to their chronological age, individualized educational needs and/or developmental level. In the 2014-15 school year, the Delta Campus served an average of 86 students in 7 classrooms.

## III. School Climate

### School Safety Plan (School Year 2014-15)

The Spectrum Center Delta campus safety committee completes an OSHA checklist for each classroom, office and multi-purpose room monthly in order to assure safety. Any safety risks are identified and abated in a timely manner. The administrative safety coordinator in collaboration with the on-campus custodian is responsible for coordinating and procuring materials and resources to abate any items identified as needing to be fixed due to safety or overall esthetics of the campus. When necessary, outside resources are contracted to complete safety tasks.

All staff members receive safety training including, but not limited to: 1<sup>st</sup> Aide/CPR, emergency preparedness, blood borne pathogens, safety in the work place, sexual harassment prevention, child abuse reporting and universal precautions. Daily sweeps of the grounds are conducted to insure the campus is secure and free from dangerous debris.

### Suspensions and Expulsions

Rate	School		
	2012-13	2013-14	2014-15
Suspensions	0	0	1
Expulsions	0	0	1

## IV. School Facilities

### School Facility Conditions and Improvement Plan (School Year 2015-16)

The Spectrum Delta Campus is in excellent condition. Students participating in the on campus vocational program ensure cleanliness and upkeep daily. In addition, the playground and quad area were spread with new mulch during our Fall quarter. Sidewalks are maintained around all buildings to aid student mobility. The garden project includes edible and decorative plants in raised beds and allows for science exploration opportunities. All walls and doors throughout the campus are repainted annually and all classroom floors are cleaned and waxed annually. Front landscaping has been improved to provide an esthetically pleasing place to go to school. All rooms are inspected and cleaned daily by a contracted janitorial service provider.

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		*			
<b>Interior:</b> Interior Surfaces		*			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		*			An annual inspection by pest control service provider is conducted.
<b>Electrical:</b> Electrical		*			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		*			
<b>Safety:</b> Fire Safety, Hazardous Materials		*			
<b>Structural:</b> Structural Damage, Roofs		*			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences		*			
<b>Overall Rating</b>		*			

## V. Teachers

### Teacher Credentials

Teachers	School		
	2012-13	2013-14	2014-15
<b>Number of campus classrooms</b>	<b>7</b>	<b>7</b>	<b>7</b>
<b>Clear Level 2</b>	2	0	1
<b>Preliminary Level 1</b>	1	3	3
<b>UIP</b>	4	2	2
<b>PIP/STSP</b>	1	0	0
<b>Emergency Substitute (Classroom Aides)</b>	4	2	1

## VI. Support Staff

### Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School
Senior Behavior Analyst	2
Curriculum and Instruction Specialist	1
Education Coordinator	1
Therapists	1
Speech/Language/Hearing Specialist	2
Occupational Therapists	1
Adapted Physical Education	1
Transportation Support	1
Behavioral/Instructional Classroom Aides	32

## VII. Curriculum and Instructional Materials

### Instructional Materials (School Year 2015-16)

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

**2015-16 Instructional Materials Survey Grades K-8**

<b>Grade Level</b>	<b>Core Subject Abbrev.</b>	<b>Current Textbooks and Instructional Materials</b>	<b>ISBN#'s</b>	<b>Year of Publication</b>	<b>Publisher</b>	<b>State Adopted (Y or N?)</b>
K	English	SRA/Open Court Reading/Reading Mastery	0-07-569242-2	2002	SRA McGraw-Hill	Yes
1	English	SRA/Open Court Reading/Reading Mastery	0-07-569244-9	2002	SRA McGraw-Hill	Yes
2	English	SRA/Open Court Reading/Reading Mastery	0-07-602696-5	2005	SRA McGraw-Hill	Yes
3	English	SRA/Open Court Reading/Corrective Reading	978-0-07-611171-8	2008	SRA McGraw-Hill	Yes
3	English	National Geographic Kids-TITANIC	978-1-4263-1059-1	2012	National Geographic Society	Yes
4	English	SRA/Open Court Reading/Corrective Reading	978-0-07-611216-6	2008	SRA McGraw-Hill	Yes
5	English	SRA/Open Court Reading/Corrective Reading	978-0-07-611227-2	2008	SRA McGraw-Hill	Yes
6	English	Copper Edition	0-13-054802-2	2002	Prentice Hall	Yes
7	English	Bronze Edition	0-13-180432-4	2005	Prentice Hall	Yes
8	English	Silver Edition	0-13-054804-9	2002	Prentice Hall	Yes
K	Math	Math In Focus	0-618-08175-9	2015	Houghton Mifflin Harcourt	Yes
1	Math	Math In Focus	9-78-054419357-4	2015	Houghton Mifflin Harcourt	Yes
2	Math	Math In Focus	9-78-054419359-8	2015	Houghton Mifflin Harcourt	Yes
3	Math	Math In Focus	9-78-054419361-1	2015	Houghton Mifflin Harcourt	Yes
4	Math	Math In Focus	9-78-054419363-5	2015	Houghton Mifflin Harcourt	Yes
5	Math	Math In Focus	9-78-054419363-5	2015	Houghton Mifflin Harcourt	Yes
6	Math	Math In Focus	9-78-054755936-0	2013	Houghton Mifflin Harcourt	Yes
7	Math	Math In Focus	9-78-054756007-6	2013	Houghton Mifflin Harcourt	Yes
8	Math	Math In Focus	9-78-054756011-3	2013	Houghton Mifflin Harcourt	Yes
K	Science	Harcourt Science California Edition	0-15-317650-0	2001	Harcourt (green)	Yes
1	Science	Harcourt Science California Edition	0-15-317649-0	2000	Harcourt	Yes
2	Science	Harcourt Science California Edition	0-15-317651-2	2000	Harcourt	Yes
3	Science	Harcourt Science California Edition	0-15-317652-2	2000	Harcourt	Yes
4	Science	Harcourt Science California Edition	0-15-317653-0	2000	Harcourt	Yes

5	Science	Harcourt Science California Edition	0-15-317655-5	2000	Harcourt	Yes
6	Science	Earth Science	978-0-030-42658-2	2007	Holt	Yes
7	Science	Life Science	0-03-046224-X	2007	Holt Rinehart Winston	Yes
8	Science	Physical Science	0-03-042659-6	2007	Holt Rinehart Winston	Yes
K	History / Social Studies	History/Social Studies of California 2008	1-4182-1184-0	2008	Scott Foresman	Yes
1	History / Social Studies	History / Social Studies of California 2006	1-4182-1185-0	2006	Scott Foresman	Yes
2	History / Social Studies	History / Social Studies of California 2006	1-4182-1186-9	2006	Scott Foresman	Yes
3	History / Social Studies	History / Social Studies of California 2006	1-4182-1187-7	2006	Scott Foresman	Yes
4	History / Social Studies	History / Social Studies of California 2006	1-4182-1188-5	2006	Scott Foresman	Yes
5	History / Social Studies	History / Social Studies of California 2006	1-4182-1189-3	2006	Scott Foresman	Yes
6	History/ Social Studies	World History – Ancient Civilizations	0-03-093665-9	2008	Holt Rinehart	Yes
7	History/ Social Studies	World History – Medieval to Early Modern Times	0-03-073399-5	2006	Holt Rinehart	Yes
8	History / Social Studies	US History – Independence to 1914	0-03-073778-5	2007	Holt Rinehart	Yes

**2015-16 Instructional Materials Survey Grades 9-12**

Grade Level	Core Subject Abbrev.	Current Textbooks and Instructional Materials	ISBN#'s	Year of Publication	Publisher	Name District(s) of Alignment
9	ELA	Gold Edition	0-13-054805-7	2002	Prentice Hall	Pittsburg
10	ELA	Platinum Edition	0-13-054806-5	2002	Prentice Hall	Pittsburg
11	ELA	The American Experience	0-13-054814-6	2002	Prentice Hall	Pittsburg
12	ELA	British Tradition	0-13-722539-3	2002	Prentice Hall	Pittsburg
9-12	MAT	Algebra Concepts and Applications CA Edition	0-07-861801-0	2005	McGraw Hill	Pittsburg
9-12	MAT	Geometry	9-78-003092345-6	2008	Holt	Pittsburg



9-12	SCI	Anatomy and Physiology	0-13-173297-8	2007	Pearson	Antioch
9-12	SCI	Earth Science	0-03-073543-2	2007	Holt	Pittsburg
9-12	SCI	Biology	9-78-061859658-4	2008	McDougal Littell	Pittsburg
11-12	SCI	Chemistry	0-13-115262-9	2005	Prentice Hall	Pittsburg
9-12	SS	The Americans Reconstruction - 21st Century	0-618-68987-7	2007	McDougal – Littell	Pittsburg
9-12	SS	Modern World History	0-618-55715-6	2006	McDougal Littell	Pittsburg
10-12	SS	CA Economics-Principles in Action 2007	0-13-181544-X	2004	Prentice Hall	Pittsburg
12	SS	American Government	0-13-133580-4	2006	Prentice Hall	Pittsburg

## VIII. School Finances

### Expenditures per Pupil (Fiscal Year 2014-15)

Total Dollars	Dollars per student	Average Teacher Salary
\$ 2,762,181	\$ 33,216	\$52,265

### 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. 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 Center Schools serve students with emotional disturbance or developmental disabilities 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, including independent living and vocational skills in a low student to instructor ratio.

Spectrum Center Schools also serve students with autism, who receive a continuum of specialized education services in dedicated classrooms. 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 Delta per the student Individual Education Program include counseling (as provided by Contra Costa County Office of Mental Health), Speech and Language Therapy, Occupational Therapy and Adapted Physical Education.

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	Spectrum Schools Amount	State Average (ADA <1,500)
Beginning Teacher Salary	\$52,486	\$38,592
Mid-Range Teacher Salary	\$52,332	\$55,764
Highest Teacher Salary	\$67,599	\$72,219
Average Teacher Salary	\$52,265	\$90,207
Average Director Salary	\$78,952	\$116,768

## IX. Student Performance

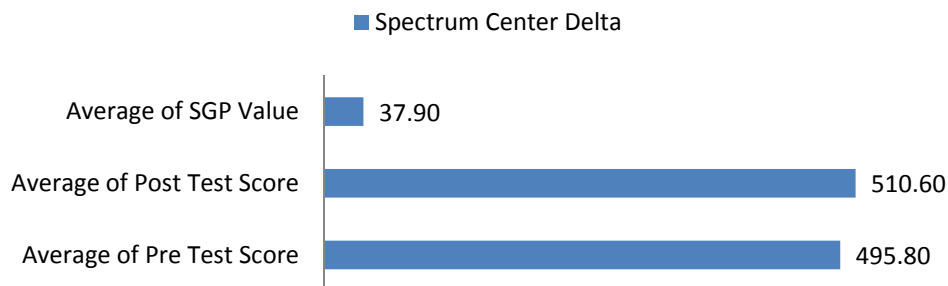
### Standardized Testing and Reporting

During the 2014-15 school year, we implemented the STAR assessment for students who are eligible to earn a diploma and the Student Annual Needs Determination Inventory (SANDI) for students who are eligible for certificate of completion.

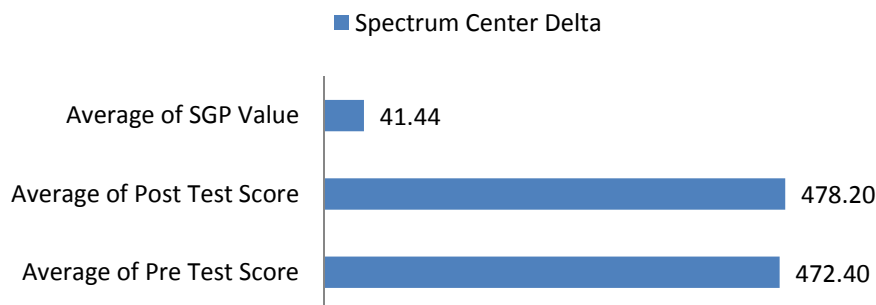
#### STAR/CAASPP Assessment

The Student Growth Percentile (SGP) is utilized to show student progress because the SGP is a measure of growth in relation to one's academic peers nationwide. States that have adopted growth models define typical growth as an SGP score of 35-65. Spectrum Center has adopted a minimum target SGP of 40. This means that students who have an SGP score of 40 are experiencing a growth rate that is better than 40% of their peers (i.e., individuals in the same grade level with a similar initial scaled score).

### Math Student Growth Percentile (SGP)



### Reading Student Growth Percentile (SGP)



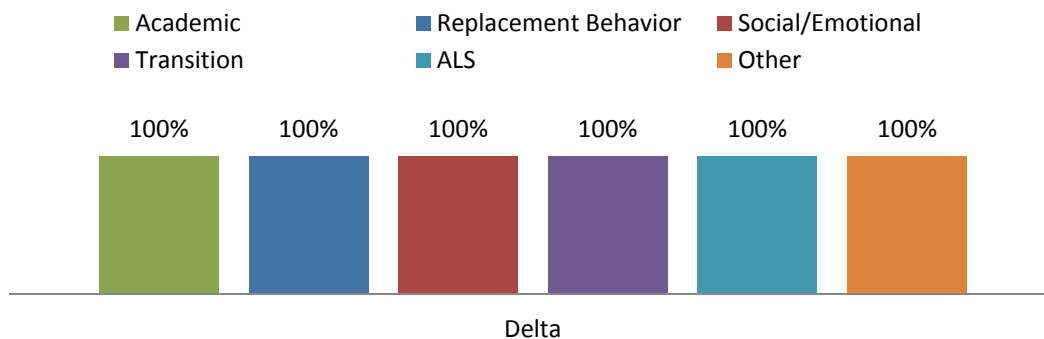
## Other Student Outcome Data

### Individualized Education Program (IEP)

All students enrolled at Spectrum are given an individualized program that is tailored to their unique skill levels and ensures that the accommodations necessary for their success are provided. Individualized Education Program (IEP) goals are written to target specific deficit areas based on present levels of performance. More than 90% of students make progress on IEP goals.

Spectrum measures progress toward completion of IEP goals and defines significant progress as meeting at least three out of four benchmarks in the chart above.

### % of IEP Goals Meeting 3rd Benchmark or Better



## 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.

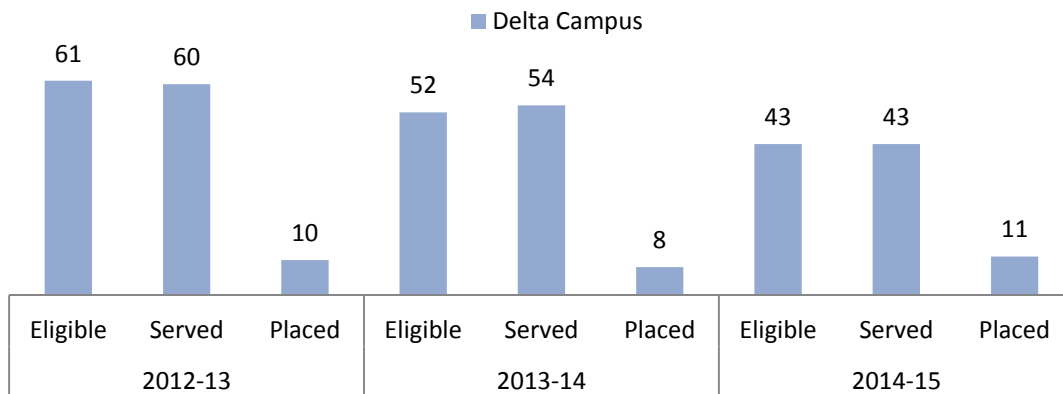
Spectrum's WAI program goal is to provide students with the skills necessary to maximize the level of independence and productivity in their lives, assisting them into a quality adult life.

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**

Data is not shown when the number of students with data is ten or less to protect student privacy.

## **XII. Instructional Planning and Scheduling**

Spectrum Center Schools provide continual training as well as dedicated staff training days. The Delta Campus participates in 5 dedicated training days in the fall and provided 2 additional dedicated in-service days during the school year. Teachers at the Delta campus attend weekly meetings with site administrators, approximately half of which provide training. All staff members attend a school-wide weekly meeting, and approximately half of these meetings provide training as well.

### **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

- Expressive Writing I & II

- Corrective Math

- Algebra

### **Staff Training**

All Staff are trained in:

Nonviolent Crisis Intervention- CPI

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