

School Accountability Report Card Reported for School Year 2015-16

Published During 2016-17



SPECTRUM CENTER – SOLANO 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.

The Solano Campus is designed for students age 5 to 22 with challenging behavior, social & academic needs representing a wide array of disabilities. The school currently has 61 students served in 6 classrooms each with a credentialed Special Education teacher and specially trained paraprofessionals.

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 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.

In addition, 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.

Teachers make weekly phone calls/e-mails or written notes to parents to touch base and share how the child's week went as well as ask for parent input.

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.

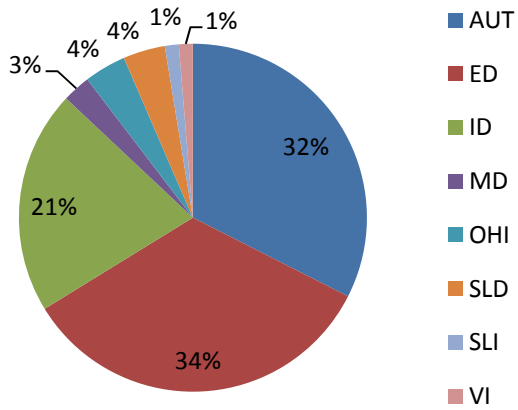
Student Enrollment by Grade Level (School Year 2015-16)

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

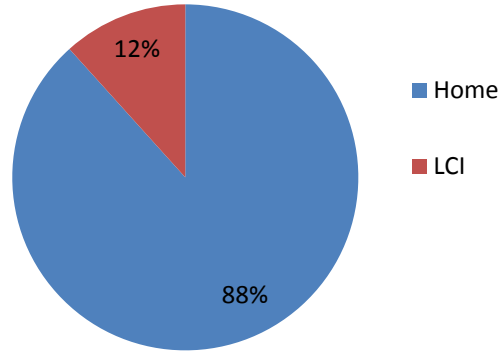
Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	1	Ungraded Elementary	0
Grade 1	3	Grade 9	6
Grade 2	2	Grade 10	7
Grade 3	3	Grade 11	11
Grade 4	6	Grade 12	8
Grade 5	3	Ungraded HS	0
Grade 6	2	Post-Secondary	19
Grade 7	4		
Grade 8	2	Total Enrollment	77

Student Enrollment by Group

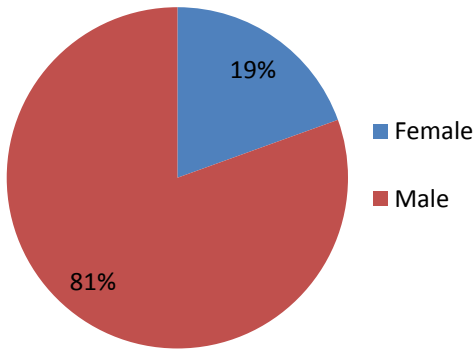
Disability Eligibility



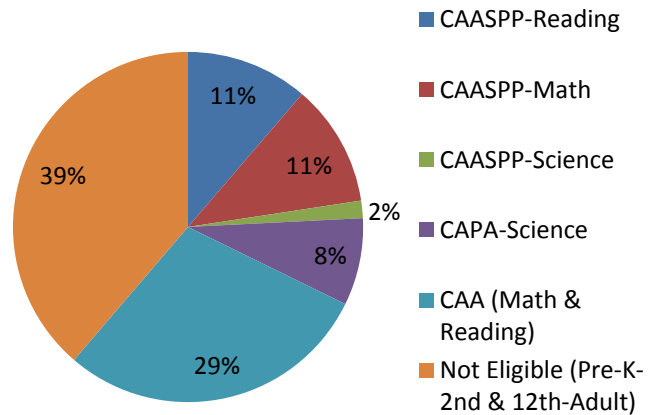
Placement



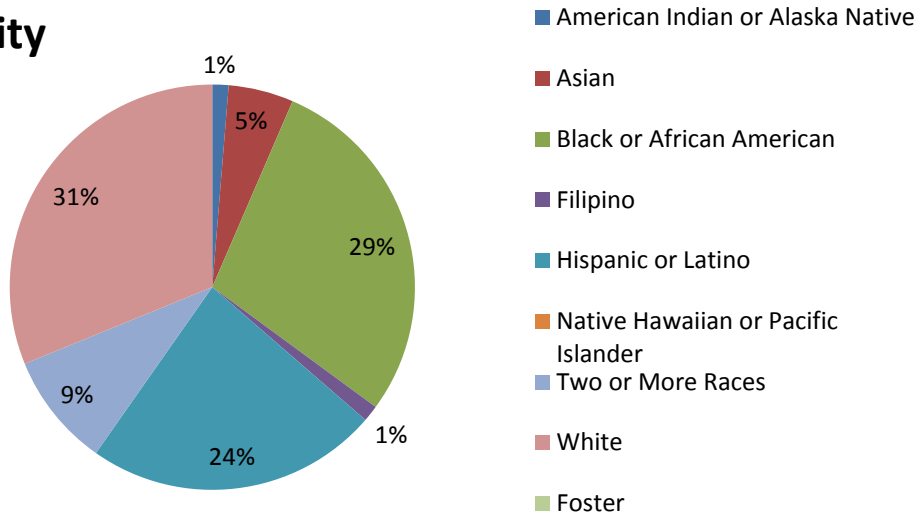
Gender



CAASPP



Diversity



Average Class Size

Our model is to provide small classroom sizes which range from 10 to 12 students in a classroom. Students are in classrooms according to age and function level. In the 2015-16 school year, the Solano Campus served an average of 58 students in 6 classrooms.

III. School Climate

School Safety Plan (School Year 2015-16)

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.

The campus has a safety team which meets monthly. The safety team is responsible for monitoring monthly classroom safety and risk abatement checklist, maintaining adequate first aide and blood borne pathogen supplies and reviewing safety incidents as needed. Morning sweeps of the grounds are conducted to insure the campus is secure and free from dangerous debris.

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.

Suspensions and Expulsions

Rate	School		
	2013-14	2014-15	2015-16
Suspensions	2	0	3
Expulsions	0	0	0

IV. School Facilities

School Facility Conditions and Improvement Plan (School Year 2016-17)

Age of School Buildings:

The Spectrum Center Solano Campus is located at 5090 Central Way, Suite 200 in Fairfield and was built in in early 2000. The campus opened in 2002, relocated to a larger site in 2004, it has now relocated to this site in January 2012. The school area of the building has 7 classrooms, a library/computer lab room, a teacher resource room, a multipurpose room, a cafeteria, a media/instructional room and administrative offices.

Maintenance and Repair:

The Senior Administrative Assistant is responsible for all campus repairs and coordinates with the Maintenance Specialist to ensure repairs are completed. The head of the safety team coordinates with the Clinical Assistant and the Safety Team members to conduct morning safety sweeps to insure the campus is free from dangerous debris.

Cleaning Process and Schedule:

Daily cleaning of the building is provided by Preventive Building Maintenance, a cleaning company based out of Fairfield.

Modernizing or New School Construction Projects:

We are currently researching options that would enable the campus to have more classrooms available.

School Facility Good Repair Status (School Year 2016-17)

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

V. Teachers

Teacher Credentials

Teachers	School		
	2013-14	2014-15	2015-16
Number of campus classrooms	6	6	6
Clear Level 2	3	4	5
Preliminary Level 1	1	2	1
UIP	0	0	1
PIP/STSP	0	0	0
Emergency Substitute (Classroom Aides)	1	0	3

VI. Support Staff

Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School
Senior Behavior Analyst	1
Curriculum and Instruction Specialist	1
Education Coordinator	1
Therapists	.5
Speech/Language/Hearing Specialist	1
Occupational Therapists	1
Adapted Physical Education	.5
Transportation Support	28
Behavioral/Instructional Classroom Aides	33

VII. Curriculum and Instructional Materials

Instructional Materials (School Year 2016-17)

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

VIII. School Finances

Expenditures per Pupil (Fiscal Year 2015-16)

Total Dollars	Dollars per student	Average Teacher Salary
\$3,031,813	\$52,045	\$63,079

Types of Services Provided

Spectrum Center Schools works 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 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 per the student Individual Education Program includes counseling, Speech and Language Therapy, Occupational Therapy, Adapted Physical Education, Augmentative Communication, and Assistive Technology.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	Spectrum Schools Amount	State Average (ADA <1,500)
Beginning Teacher Salary	51,000	\$38,592
Mid-Range Teacher Salary	62,650	\$55,764
Highest Teacher Salary	76,350	\$72,219
Average Teacher Salary	63,079	\$90,207
Average Director Salary	84,934	\$116,768

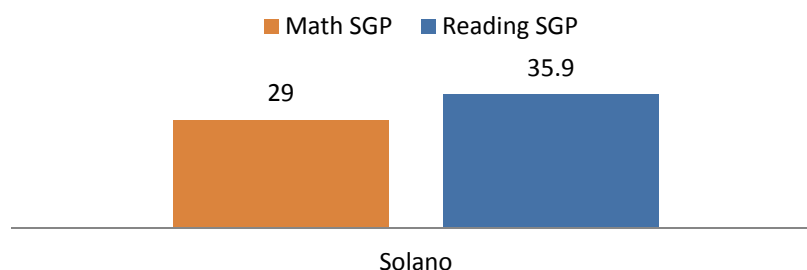
IX. Student Performance

Standardized Testing and Reporting

Our goal is to help students earn required credits and acquire necessary skills for success — now and in the future. The Student Growth Percentile (SGP) reports student progress compared to millions of academic peers in general and special education nationwide. The typical SGP score is at least 35 for math and reading.

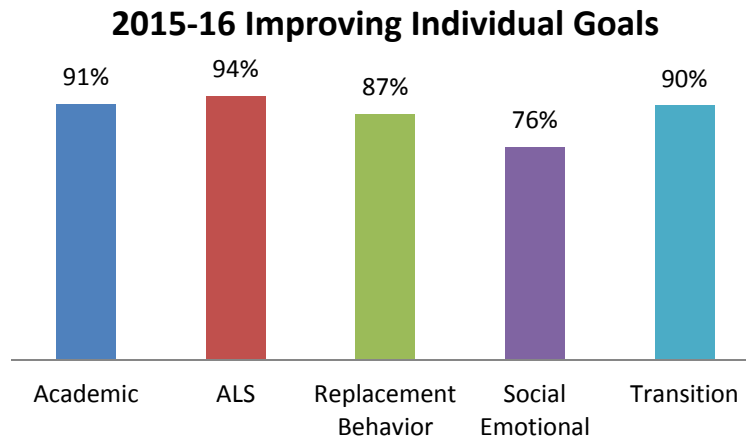
Spectrum Center students were on average five grade levels behind in reading and math at time of entry.

Reading & Math Student Growth Percentile



Other Student Outcome Data

Spectrum Center ensures students make progress on their Individualized Education Program (IEP) goals. The graph below shows the percentage of IEP goal progress for students in each of our learning environments.



X. Accountability

California Department of Education Certification (CDE)

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

Academic Performance Index (API)

The API is not applicable to Non Public Schools.

XI. Postsecondary Preparation

WorkAbility I

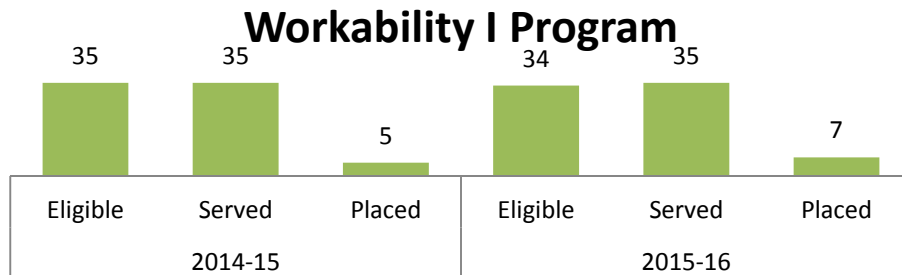
Spectrum Center is a state-approved WorkAbility I Program (WAI) site. WorkAbility I is a California transition program and is funded and administered by the Special Education Division of the California Department of Education. The WorkAbility I Program provides resources for transition services with 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.



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. Spectrum – Solano had 2 teachers training days and 3 all staff training days prior to the first student day in the fall. We have 2 additional training days – one in the spring and one in the fall.

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
- School-wide Positive Behavior Supports

Teacher Training

Sample Teacher Trainings:

- Positive Behavior Intervention Case Management
- Curriculum Based Measurement
- Assessment and IEP Goal Development
- 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
- Use of SEACO Curriculum