

School Accountability Report Card

Reported for School Year 2017-18

Published During 2018-19

SPECTRUM CENTER – San Jose 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 Schools and Programs-San Jose Campus is a non-residential school that is CDE certified to provide educational services to students ages 5 - 22 with challenging behavior, social & academic needs representing a wide array of disabilities. The school currently has 56 students served in 6 classrooms with a credentialed Special Education teacher and specially trained paraprofessionals.

All Students have Individualized Education Plans (IEP's), and Positive Behavior Intervention Plans when needed. Related Services include: Speech Pathology, Adaptive Physical Education, Occupational Therapy and Mental Health Counseling. The curriculum is highly structured with a strong emphasis on Direct Instruction and community-based instruction. The program's philosophy utilizes a behavior-analytic data-based approach to student services and evaluation. Spectrum Center provides an individualized approach to IEP goal attainment with both a functional and academic curriculum based on goals

developed from the seven IEP domain areas.

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 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

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

In addition, our school hosts parent/care-provider events twice annually. These events are opportunities for parents 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 maintain high levels of communication with parents/care-providers through phone calls, emails and daily progress notes in order to touch base regularly and share how each student's week went as well as ask for parent care/provider 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, in fact Spectrum Center San Jose has developed a parent training course which can be written into a student's IEP.

Student Enrollment by Grade Level (School Year 2017-18)

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

Grade Level: Number of Students:

Ungraded Elementary: 0.

Kindergarten: 0.

Grade 1: 0.

Grade 2: 1.

Grade 3: 1.

Grade 4: 4.

Grade 5: 4.

Grade 6: 1.

Grade 7: 3.

Grade 8: 8.

Grade 9: 7.

Grade 10: 4.

Grade 11: 5.

Grade 12: 10.

Ungraded HS: 0.

Post-Secondary: 15.

Total Enrollment: 63.

Student Enrollment by Group

This pie chart breaks down the diversity of student enrollment:

Asian 11%,

Black/African American: 16%,

Hispanic/Latino: 36%,

Other: 3%

Unknown: 2%

White: 32%.

This pie chart breaks down the Gender of student population: Female: 14%,

Male: 86%.

This pie chart breaks down the Placement (where the student resides) method of the student population:

LCI (Licensed Children's Institution): 27%,

Home: 68%.

Foster: 5%.

This pie chart breaks down % of students who participated in each level of statewide testing-CAASPP

CAASPP- Reading: 25%,

CAASPP- Math: 25%,

CAPA-Science: 2%,

CAA-Math & Reading: 8%,

Not Eligible (Prek-2nd & 12th-Adult): 30%.

The CAASPP is the California Assessment of Student Performance and Progress (statewide testing to measure student progress).

This pie chart breaks down student population by Primary Disability:

AUT (Autism): 40%, ED (Emotional Disturbance): 19%, ID (Intellectual Disability): 24%, MD (Multiple Disabilities): 1%, OHI (Other Health Impairment): 11%, SLI (Speech Language Impairment): 3%, TBI (Traumatic Brain Injury): 2%.

Average Class Size

Our model is to provide small classroom sizes, due to this our classrooms can be anywhere from 7 to 12 students in a classroom. Students are in classrooms according to age and function level. In the 2017-18 school year, the San Jose Campus served an average of 10 students in 5 classrooms.

III. School Climate

School Safety Plan (School Year 2017-18)

Spectrum Center has a system of trainings and drills to address the needs for safety should disaster strike the campus during business hours.

1. The Program Director conducts monthly fire drills/earthquake drills with staff and students.
2. Emergency Preparedness Training occurs annually. The training consists of building damage assessment, shelter/first aid needs and parent/caregiver contact.
3. Simulated lock-down exercises are conducted bi-annually.

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 workplace, 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 aid and blood borne pathogen supplies and reviewing safety incidents as needed. Morning sweeps of the grounds are conducted to ensure 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

This table demonstrates the rate of student suspensions and expulsions by year.

Suspensions:

2016-17: 4,

2017-18: 5.

Expulsions:

2016-17: 0,

2017-18: 0.

IV. School Facilities

School Facility Conditions and Improvement Plan (School Year 2017-18)

School Buildings:

The Spectrum Center San Jose Campus relocated to 520 Sands Drive in San Jose, CA in August of 2016. The School site sits on the Church on The Hill property. Spectrum occupies a separate building from the Church approved for school zoning. The Spectrum site consists of 8 possible classrooms and 4 office spaces.

Maintenance and Repair:

The Administrative Coordinator 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 ensure the campus is free from dangerous debris.

Cleaning Process and Schedule:

Our campus contracts a cleaning service company in order to ensure that all classrooms, offices, cafeteria, gym and restrooms are cleaned daily.

Modernizing or New School Construction Projects:

N/A

School Facility Good Repair Status (School Year 2018-19)

This table presents School Facility Good Repair Status for School Year 2018-19. From left to right, there are 3 columns: System Inspected, Repair Status, and Repair Needed and Action Taken or Planned. The Repair Status column includes for quality evaluation options: Exemplary, Good, Fair, and Poor. The below list goes through the rows of the table to identify the information in column 1, column 2, and then column 3.

1. Systems: Gas Leaks, Mechanical/HVAC, Sewer. Status: Exemplary. Repair or Action: n/a.
2. Interior: Interior Surfaces. Good. Repair or Action: n/a.
3. Cleanliness: Overall Cleanliness, Pest/Vermin Infestation. Good. Repair or Action: n/a.
4. Electrical: Electrical. Exemplary. Repair or Action: n/a.
5. Restrooms/Fountains: Fair. Repair or Action: n/a
6. Safety: Fire Safety, Hazardous Materials. Good. Repair or Action: n/a.
7. Structural: Structural Damage, Roofs. Exemplary. Repair or Action: n/a.
8. External: Playground/School Grounds, Windows/Doors/Gates/Fences. Good. Repair or Action: n/a.
9. Overall: Good. Repair or Action: n/a.

V. Teachers

Teacher Credentials

This table has 2 columns that represent Teacher by category and school year 2017- 2018. It represents the number of Teacher's per credential level or permit level. Credentials. Column 1: Teachers. Column 2 is the number of teachers the school year. The rows name the Credentials and the number of Teachers with those Credentials.

1. Number of campus classrooms: 5
2. Clear or Level 2: 0.
3. Preliminary or Level 1: 3.
4. Intern or District Intern: 1.
5. PIP/STSP: 1.
6. Waiver: 0.
7. TPSL (Teaching Permit for Statutory Leave): 1.
8. 30 Day Emergency Substitute Permit (Classroom Aides): 5.

VI. Support Staff

Other Support Staff (School Year 2017-18)

This table identifies the Title of Support Staff and the number of full-time employees assigned to the school in that category. Senior Behavior Analyst: 1. Curriculum and Instruction Specialist: 1. Education Coordinator: 1. Therapists: 1 (1 day/week) .2. Speech/Language/Hearing Specialist: 1. Occupational Therapists: 1. Adapted Physical Education: 0. Transportation Support: 0 Behavioral/Instructional Classroom Aides: 28.

VII. Curriculum and Instructional Materials

Instructional Materials (School Year 2018-19)

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

This table describes each Core Curriculum Area (Reading/Language Arts, Mathematics, Science, History-Social Science, Foreign Language, Health, Visual and Performing Arts) based on 3 categories of information:

1. Quality, Currency, and Availability of Textbooks and Instructional Materials. *Need to import the campus' Materials form: all Core Curriculum Areas are selected as needing to import the Materials form.
2. Percent of Pupils Who Lack Their Own Assigned Textbooks and/or
3. Instructional Materials: all Core Curriculum Areas are 0%.

4. Most Recent SBE or Local Governing Agency Approved Textbooks and
5. Instructional Materials: all Core Curriculum Areas are marked as yes.

VIII. School Finances

Expenditures per Pupil (Fiscal Year 2017-18)

This table lists:

1. Total Dollars: 2,998,592.
2. Dollars per student: 55,363.
3. Average Teacher Salary: 69,437.

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 principles 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. As indicated in each student's IEP, supplemental services may include transportation, one to one aide, speech, occupational therapy, adaptive physical education and various assessments (Woodcock-Johnson, etc.) as deemed necessary. All Non-Public Schools in Santa Clara County submit a yearly rate sheet to the local SELPA for approval.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

This table lists salaries for Categories of Teacher, then the Spectrum Schools Amount, and the State Average (ADA <1,500)

1. Beginning Teacher Salary, \$50,000, \$38,592
2. Mid-Range Teacher Salary, \$67,700, \$55,764
3. Highest Teacher Salary, \$85,400, \$72,219
4. Average Teacher Salary, \$69,437, \$90,207
5. Average Director Salary, \$92,015, \$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.

This bar graph represents Student Growth Percentile (SGP).
Valley has 39.87 Math SGP and 59.79 Reading SGP.

Other Student Outcome Data

Individualized Education Program (IEP)

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.

IEP goals

Transition Goals: 100%.

Social Emotional Goals: 89%.

Replacement Behavior Goals: 97%.

ALS Goals: 0%

Academic Goals: 98%

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

This bar graph represents the Workability 1 Program. Students eligible for Program through IEP are ages 14-22. Through ITP, the ages are 16-22. Eligibility is based on age and IEP and ITP.

For the:

2016-17 school year students eligible for Program: 33

2016-17 school year students served by Program: 30

2016-17 school year students placed in a job by Program: 7

2017-18 school year students eligible for Program: 32

2017-18 school year students served by Program: 32

2017-18 school year students placed in a job by Program: 6

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 –

San Jose 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.

Teachers receive a yearly stipend to assist with educational costs. Teachers also have the opportunity to receive Spectrum Center scholarships. All staff are required to complete Behavioral and Educational Skills Training “BEST” training manual. BEST encompasses Spectrum Center’s mission statement, philosophies of teaching, strategies for supervision, ABA principals, data taking and safety in the classroom.

All Spectrum Center Schools and Programs staff are required to attend a 3-day CPI Non-Violent Crisis Intervention training. CPI teaches positive behavioral management. CPI trainings are offered monthly throughout the school year. When appropriate, trainings are provided on how to implement PECS, TEACCH, token economy systems, and social skills strategies. During Professional Development Days staff receive required trainings such as: CPR, First Aid, Hughes Bill, Incident Report Writing, Emergency Preparedness, Blood borne 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:

- Non-violent 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