

# School Accountability Report Card Reported for School Year 2013-14

*Published During 2014-15*



## **SPECTRUM CENTER – Chino Valley Campus**

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Chino Hills, CA. 91709

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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 special needs students with since 1975. We are a California Department of Education certified nonpublic school program.

The Spectrum Center Chino Valley Campus program is designed for student's grade 7- 12+ who exhibit challenging behavioral, social and academic special education needs. Student population represents a wide array of disabilities. The school currently has 48 students served in 4 classrooms 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. 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.

There are opportunities for parents to attend school events such as, open house, talent show, and parent teacher conference. 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 communicate with parents on a daily or weekly basis to touch base and share how the child's day/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, as well as other training.

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.

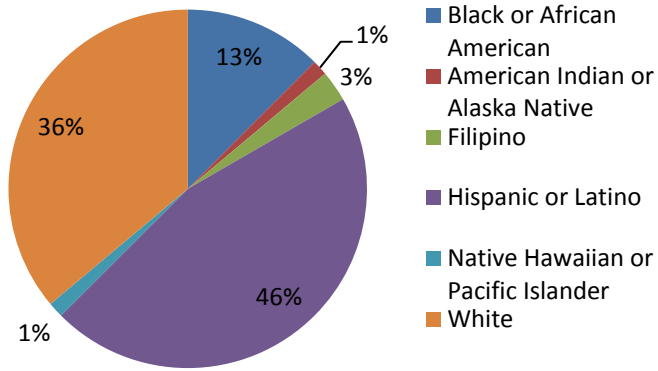
**Student Enrollment by Grade Level (School Year 2013-14)**

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

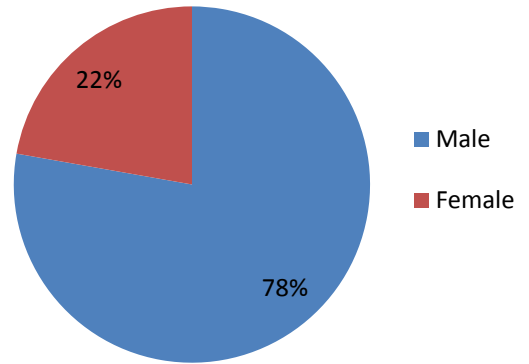
<b>Grade Level</b>	<b>Number of Students</b>	<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0	<b>Ungraded Elementary</b>	0
<b>Grade 1</b>	0	<b>Grade 9</b>	3
<b>Grade 2</b>	0	<b>Grade 10</b>	5
<b>Grade 3</b>	0	<b>Grade 11</b>	18
<b>Grade 4</b>	0	<b>Grade 12</b>	13
<b>Grade 5</b>	0	<b>Ungraded HS</b>	0
<b>Grade 6</b>	0	<b>Post-Secondary</b>	32
<b>Grade 7</b>	0		
<b>Grade 8</b>	1	<b>Total Enrollment</b>	72

# Student Enrollment by Group

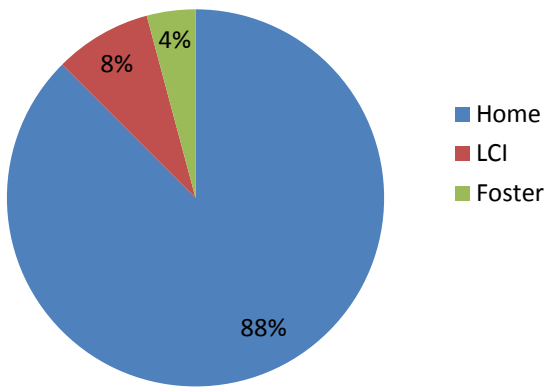
## Diversity



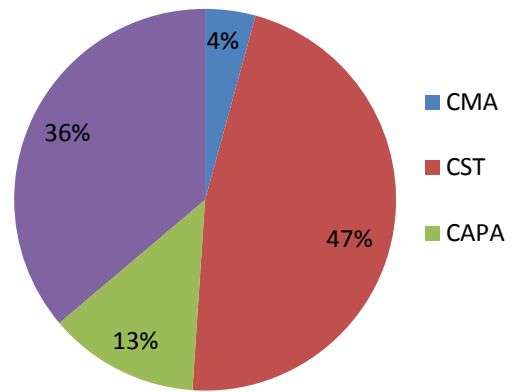
## Gender



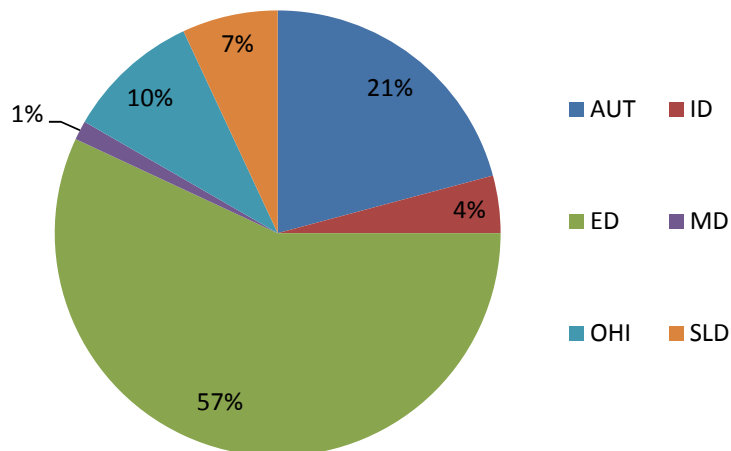
## Residence



## STAR



## Disability Eligibility



## Average Class Size

Our model is to provide small classroom sizes; our classrooms can accommodate up to 12 students per classroom. Students are in classrooms according to grade, academic and function level. In the 2013-14 school years, the Spectrum Chino Valley Campus served an average of 48 students in 4 classrooms.

## III. School Climate

### School Safety Plan (School Year 2013-14)

All staff receives required trainings including, but not limited to: 1<sup>st</sup> 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 Administration 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 by the Administration to insure the campus is secure and free from dangerous debris.

Chino Valley Campus has a system of training and drills to address the need for safety should disaster strike the campus during business hours.

1. The Administration conducts monthly fire drills with staff and students.
2. Duck and Cover drills are coordinated by the Administration and are implemented once a month with students.
3. Emergency Preparedness Training takes place annually. 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.

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		
	2011-12	2012-13	2013-14
Suspensions	1	0	0
Expulsions	0	0	0

## IV. School Facilities

### School Facility Conditions and Improvement Plan (School Year 2014-15)

The Spectrum Center Chino Valley Campus is located on site at the Chino Valley Alternative Education Center, located at 15650 Pipeline Avenue, Chino Hills, CA. The school opened at this site in 2012. The school area of the building has 6 classrooms and administrative offices.

**Maintenance and Repair:**

The Administration is responsible for all campus repairs and coordinates with the District Maintenance Specialist to ensure repairs are completed.

**Cleaning Process and Schedule:**

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

**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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		*			n/a
<b>Interior:</b> Interior Surfaces		*			n/a
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		*			n/a
<b>Electrical:</b> Electrical		*			n/a
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		*			n/a
<b>Safety:</b> Fire Safety, Hazardous Materials		*			n/a
<b>Structural:</b> Structural Damage, Roofs		*			n/a
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences		*			n/a
<b>Overall Rating</b>		*			n/a

**V. Teachers****Teacher Credentials**

Teachers	School		
	2011-12	2012-13	2013-14
<b>Number of campus classrooms</b>	5	5	4
<b>Clear Level 2</b>	2	2	2
<b>Preliminary Level 1</b>	3	2	1
<b>UIP</b>	0	1	1
<b>PIP/STSP</b>	0	0	0
<b>Emergency Substitute (Classroom Aides)</b>	3	2	2

## VI. Support Staff

### Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School
Senior Behavior Analyst	1
Curriculum and Instruction Specialist	1
Education Coordinator	0
Therapists	2
Speech/Language/Hearing Specialist	1
Occupational Therapists	1
Adapted Physical Education	1
Transportation Support	0
Behavioral/Instructional Classroom Aides	8

## 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 Abbrev.	Current Textbooks and Instructional Materials	ISBN#	Year of Publication	Publisher	State Adopted (K-8)
7	ELA	Language of Literature	618115722	2002	McDougal Littell	Y
8	ELA	Language of Literature	618115730	2002	McDougal Littell	Y
7	MAT	Pre-Algebra	30923166	2008	Holt	Y
8	MAT	Algebra 1	30358272	2008	Holt	Y
7	SCI	Focus on Life Science	132012723	2008	Prentice Hall	Y
8	SCI	Focus on Physical Science	132012707	2008	Prentice Hall	Y
7	SS	World History - Medieval to Early Modern Times	30733995	2006	Holt	Y
8	SS	US History - Independence to 1914	30412285	2006	Holt	Y

Grade Level	Core Subject Abbrev.	Current Textbooks and Instructional Materials	ISBN#	Year of Publication	Publisher	Name of District(s) of Alignment
9	ELA	Literature - Gold Level	130548057	2002	Prentice Hall	Chino Valley USD
10	ELA	Literature - Platinum Level	130548065	2002	Prentice Hall	Chino Valley USD
11	ELA	Literature - The American Experience	130548073	2002	Prentice Hall	Chino Valley USD
12	ELA	Literature - The British Tradition	130548081	2002	Prentice Hall	Chino Valley USD
9	MAT	Algebra 1	30923395	2008	Holt	Chino Valley USD
10	MAT	Geometry	30923456	2008	Holt	Chino Valley USD
11	MAT	Algebra 2	30923517	2008	Holt	Chino Valley USD
9	SCI	Earth Science	131258524	2006	Prentice Hall	Chino Valley USD
10	SCI	Biology	132013525	2007	Prentice Hall	Chino Valley USD
10	SS	World History - The Modern World	131299771	2007	Prentice Hall	Chino Valley USD
11	SS	American Anthem - Modern American History	30432996	2007	Holt	Chino Valley USD
12	SS	US Government - Democracy in Action	78747625	2008	Glencoe	Chino Valley USD
12	SS	Economics - Principals in Action	131334875	2007	Prentice Hall	Chino Valley USD

## VIII. School Finances

### Expenditures per Pupil (Fiscal Year 2013-14)

Total Dollars	Dollars per student	Average Teacher Salary
\$ 532,390	\$ 22,183	\$46,117

### 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.

Therapy related services are provided by Spectrum Chino Valley Campus per the students Individual Education Program and all other services Speech and Language Therapy, Occupational Therapy, Adapted Physical Education, and Assistive Technology are provided by the District.

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	Spectrum Schools Amount	State Average (ADA <1,500)
Beginning Teacher Salary	\$38,140	\$38,592
Mid-Range Teacher Salary	\$48,628	\$55,764
Highest Teacher Salary	\$53,560	\$72,219
Average Director Salary	\$84,312	\$90,207

## IX. Student Performance

### Standardized Testing and Reporting

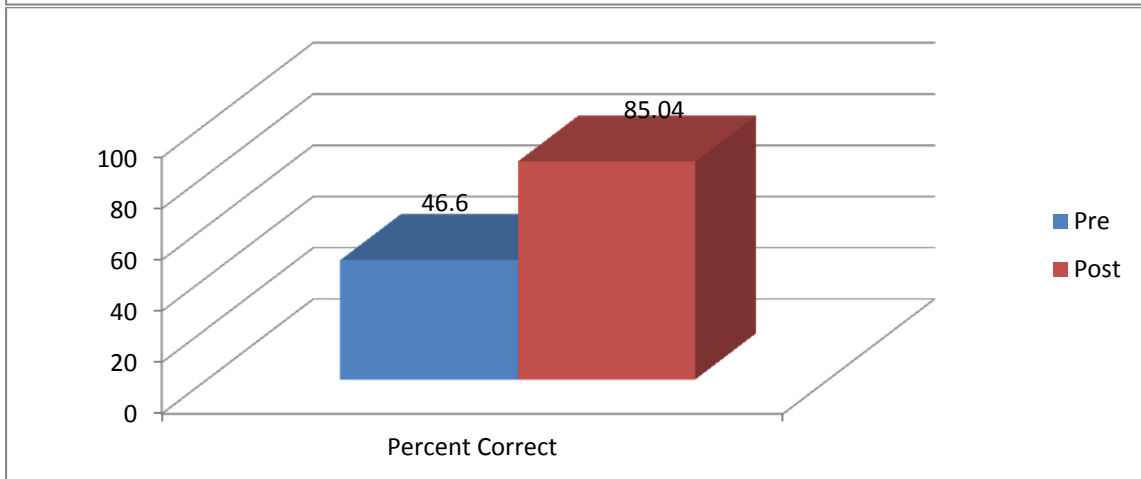
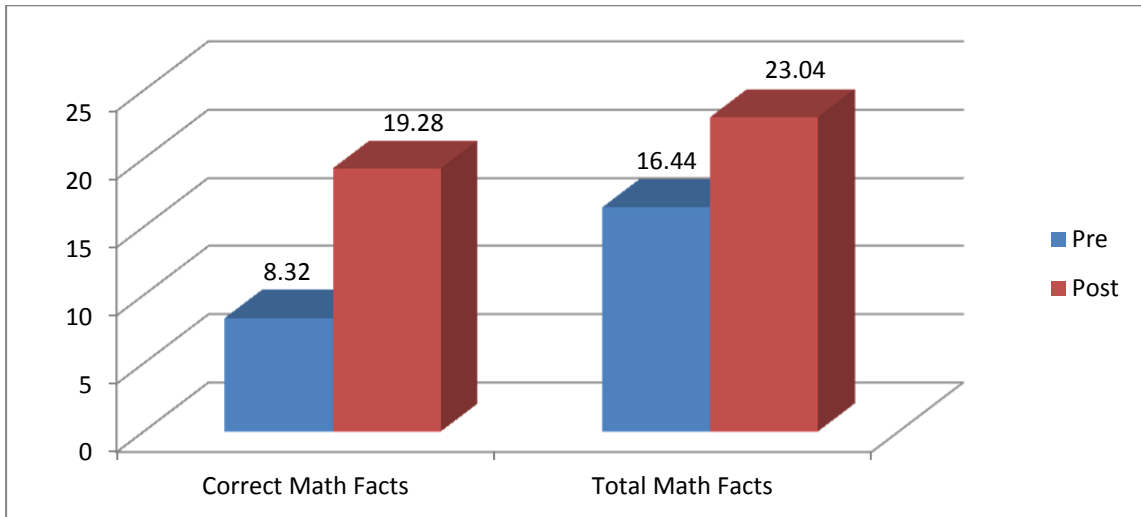
Scores are not shown when the number of students with data is ten or less because it is too small for statistical accuracy and to protect student privacy. Districts and Parents receive test results. The Campus does not always receive them from the LRE. Not enough test results were received to provide an accurate report.



## Other Student Outcome Data

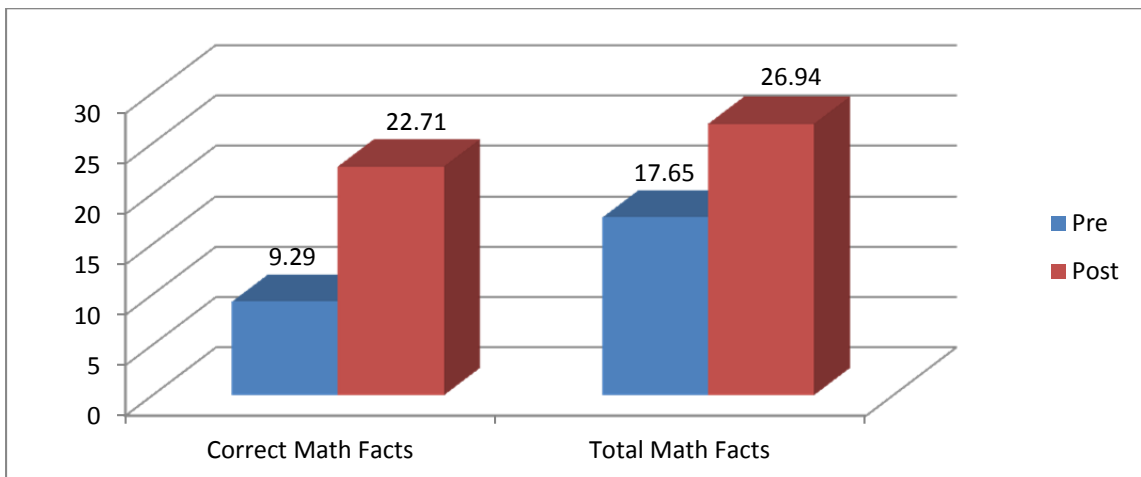
### Chino DI Math Fluency

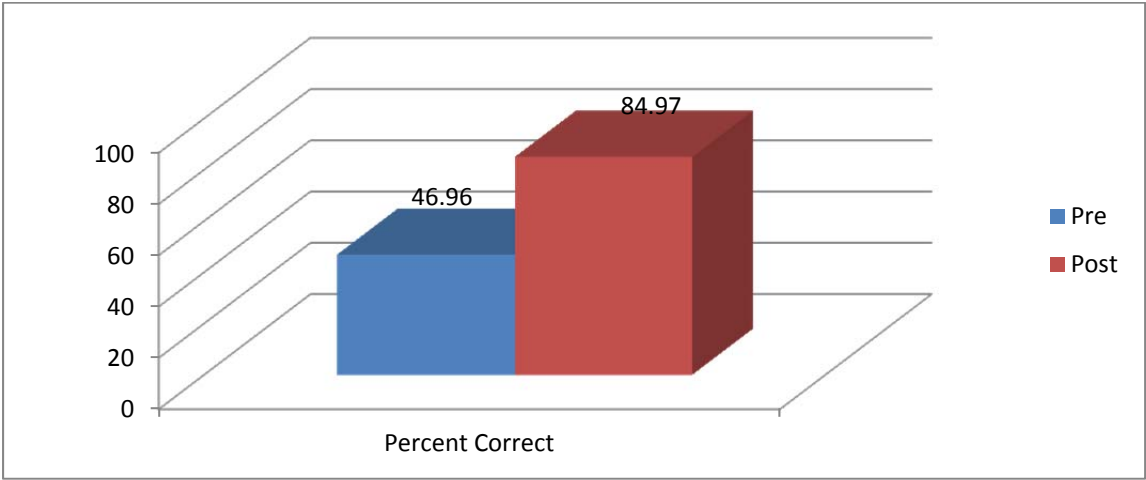
DI math fluency scores were available for 25 Chino students. On average the students improved their number of correct math facts from 8.32 to 19.28, total math facts from 16.44 to 23.04, and percent correct from 46.60% to 85.04%.



### DI Math Fluency Students

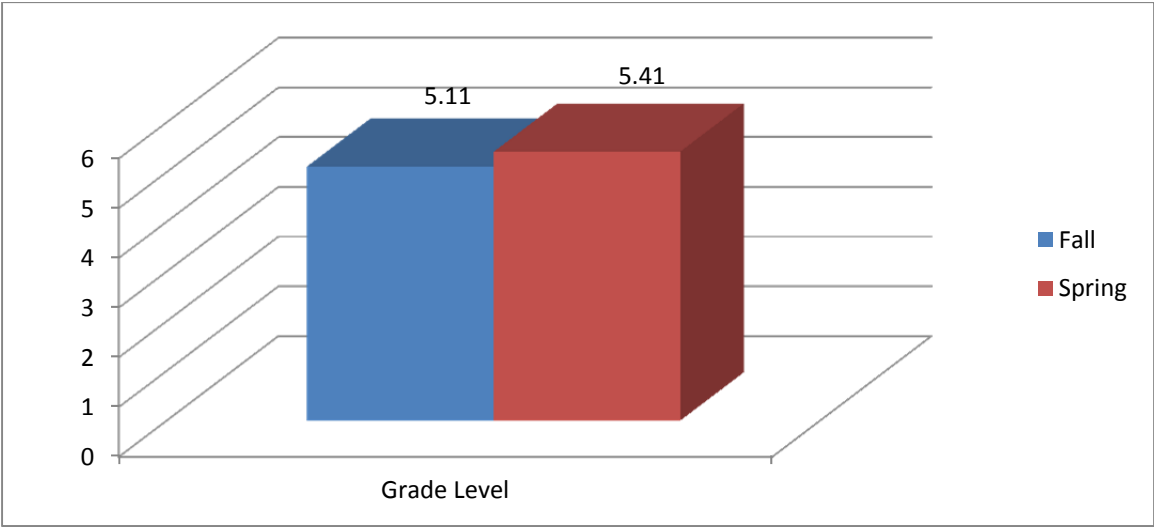
DI math fluency scores were available for 17 Chino students. On average the students improved their number of correct math facts from 9.29 to 22.71, total math facts from 17.65 to 26.94, and percent correct from 46.96% to 84.97%.





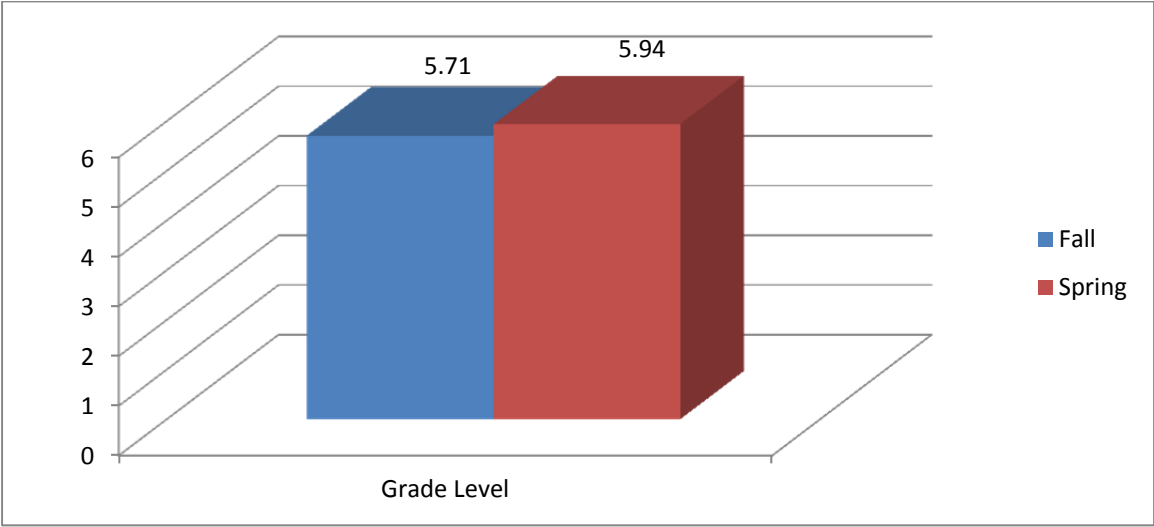
**Chino Pearson Math**

Pearson math scores were available for 20 Chino students from the fall and spring. On average the students improved their Pearson grade level score from 5.11 to 5.41.



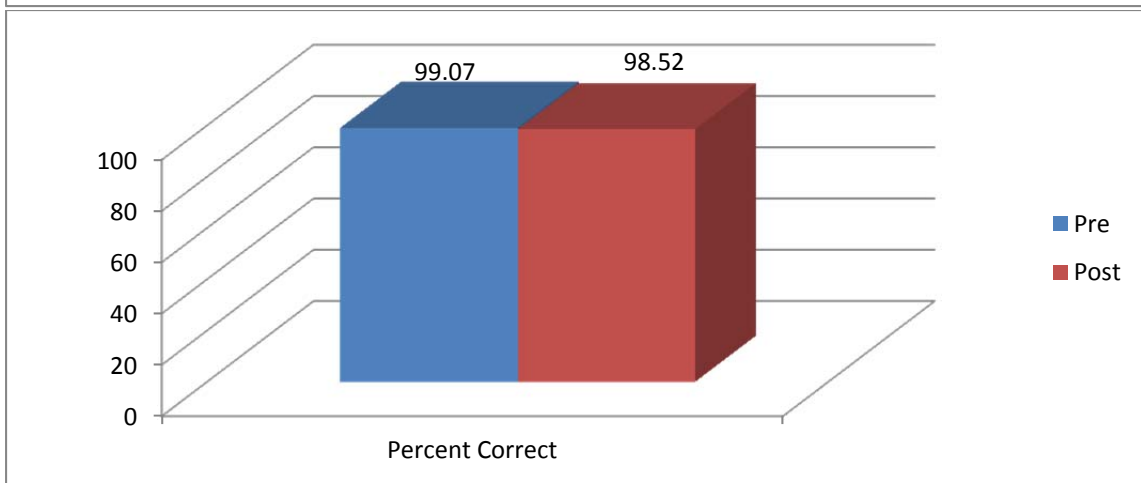
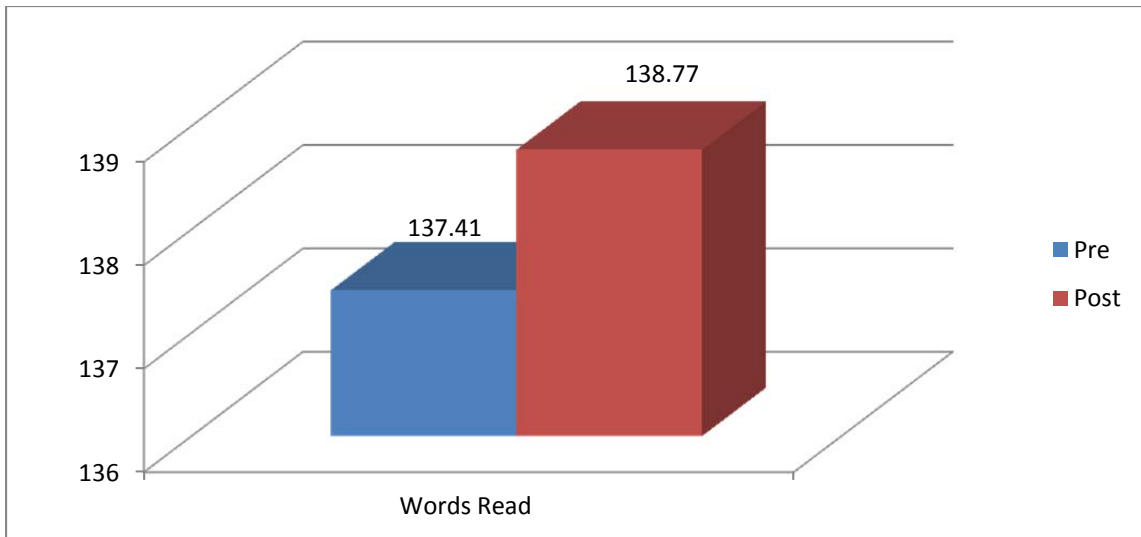
**Pearson Math Students**

Pearson math scores were available for 14 Chino students from the fall and spring. On average the students improved their Pearson grade level score from 5.71 to 5.94.



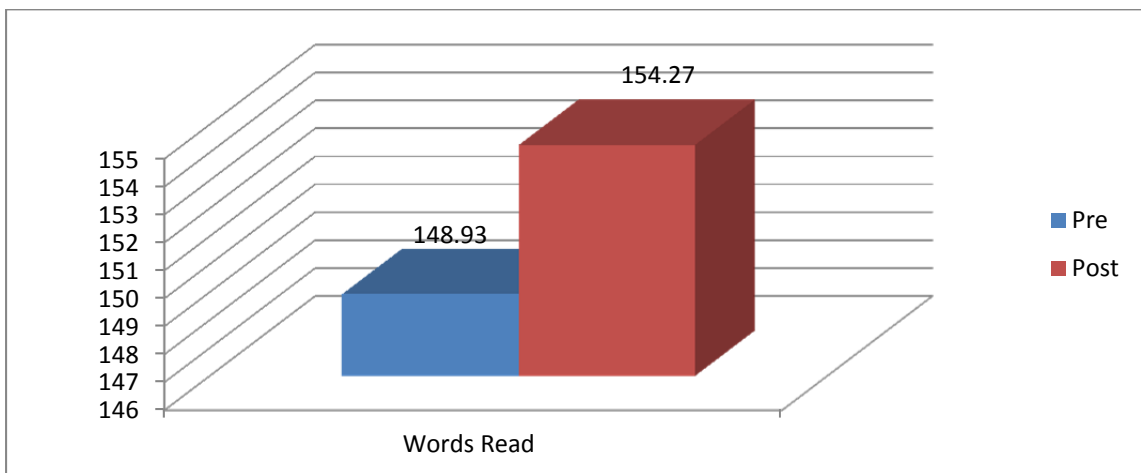
### Chino Reading Fluency

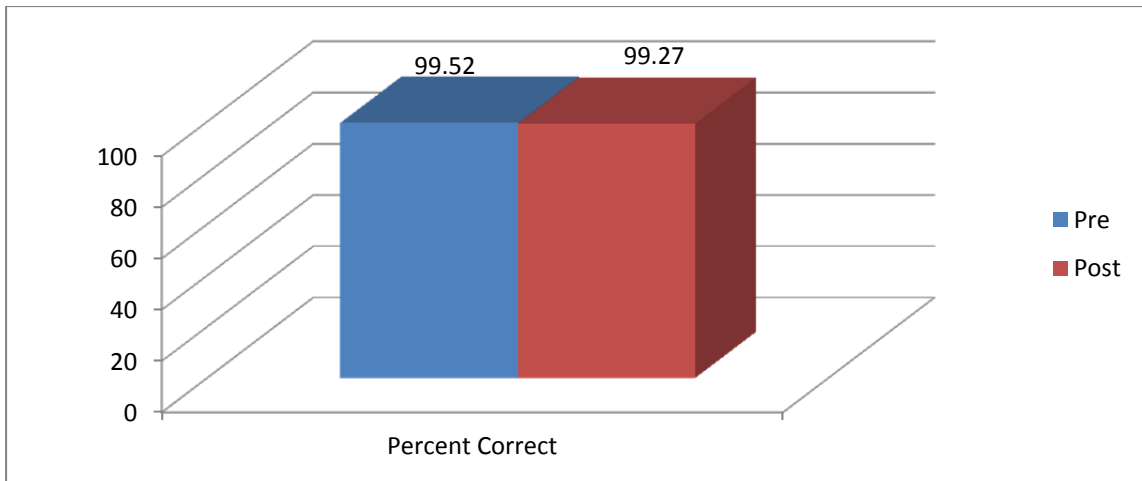
Reading fluency scores were available for 22 Chino students from the beginning and end of the school year. On average these students slightly improved their number of words read from 137.41 to 138.77, while slightly decreasing their accuracy from 99.07% to 98.52%.



### Reading Fluency Students

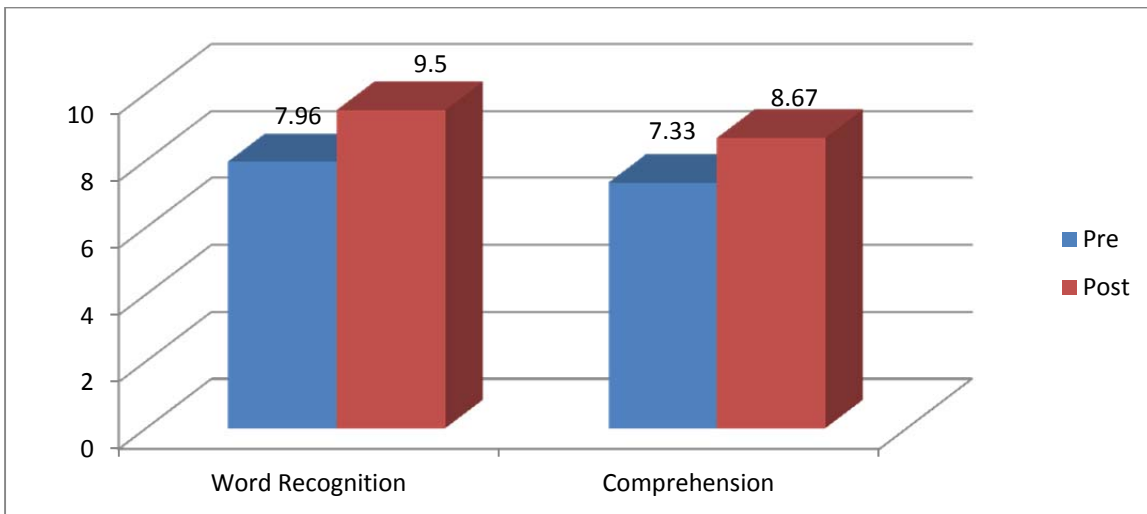
Reading fluency scores were available for 15 Chino students. On average, these students improved their words read from 148.93 to 154.27, while basically maintaining their accuracy with rates of 99.52% and 99.27%.





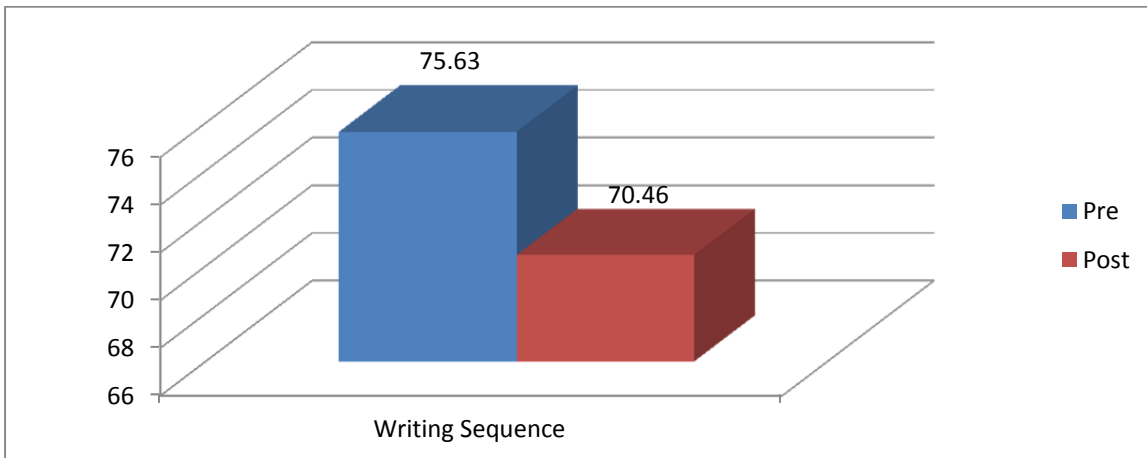
### Chino BRI

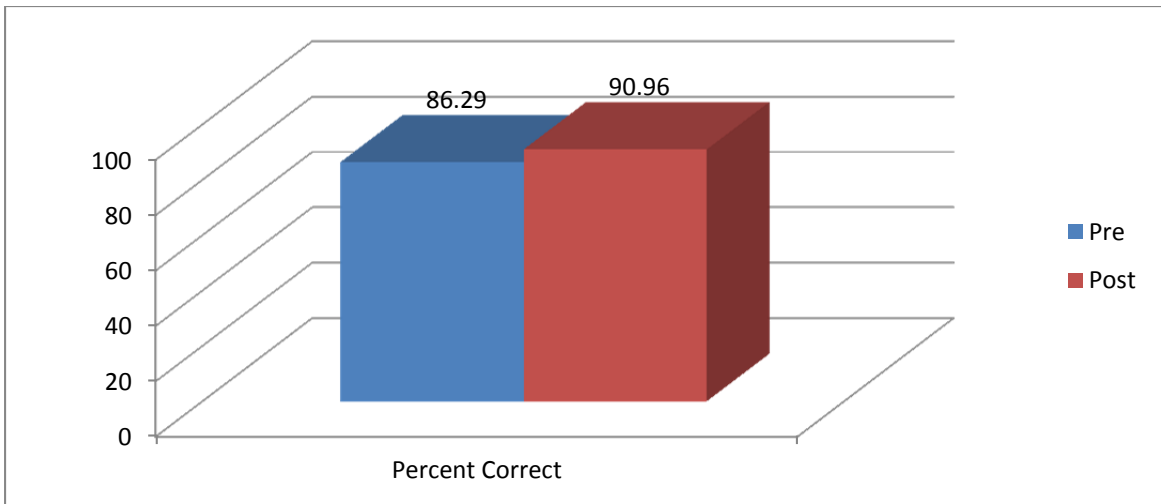
BRI scores were available for 12 Chino students. On average the students improved their word recognition scores from 7.96 to 9.50 and their comprehension scores from 7.33 to 8.67.



### Chino Writing Fluency

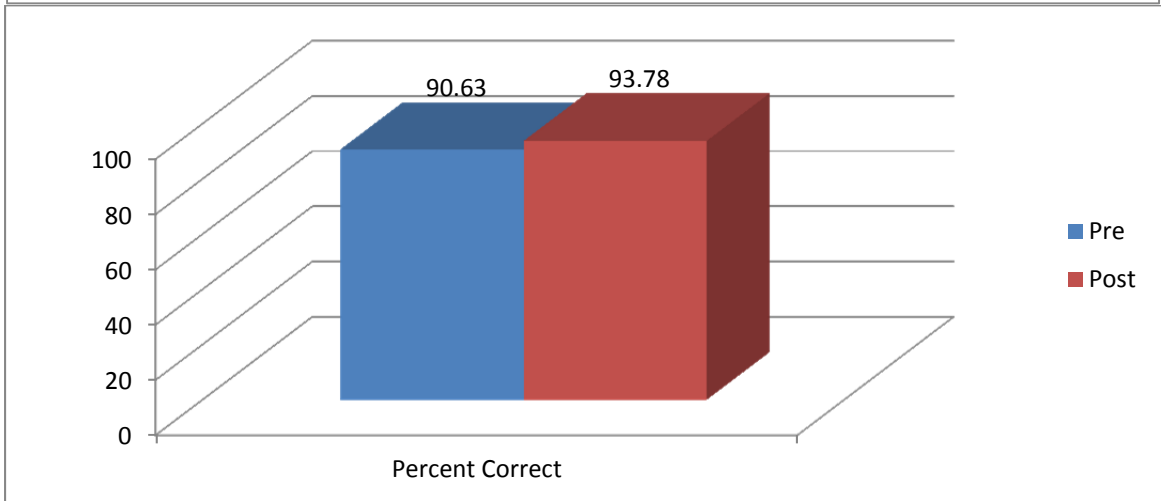
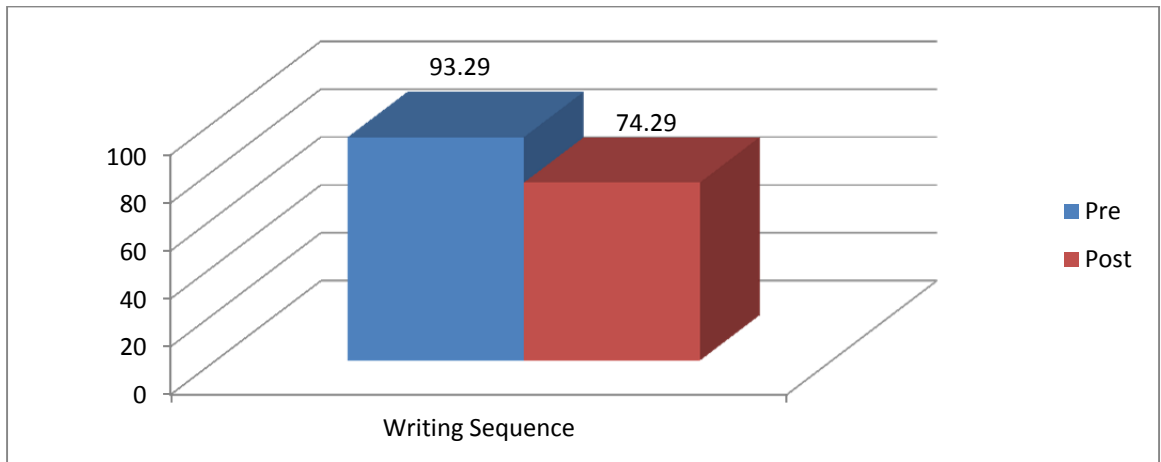
Reading fluency scores were available for 24 Chino students. On average these students decreased their writing sequence from 75.63 to 70.46, while improving their accuracy from 86.29% to 90.96%.





### Writing Fluency Students

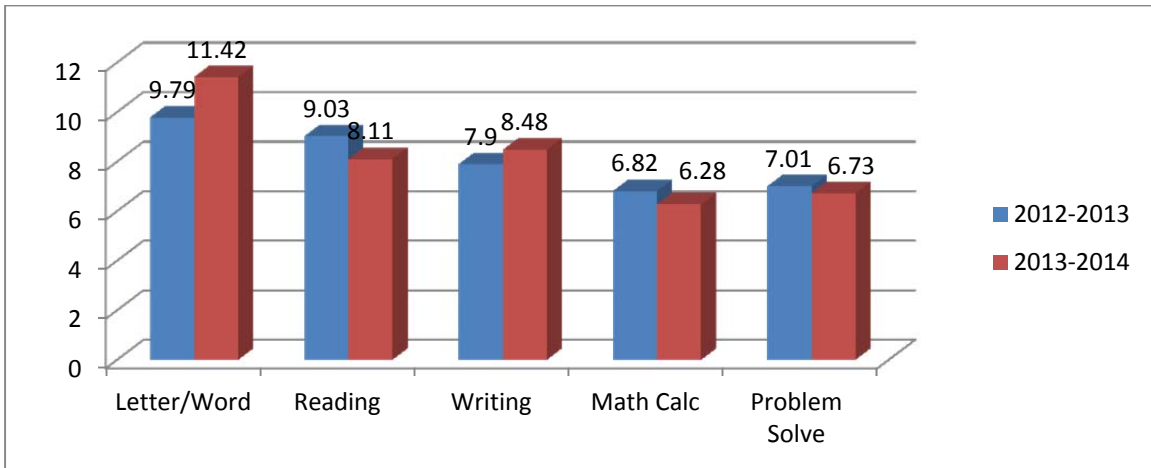
Writing fluency scores were available for 17 Chino students. On average, these students decreased their writing sequence from 93.29 to 74.29, while improving their accuracy from 90.63% to 93.78%.



### Chino WJIII

WJIII scores were available for 16 Chino students from the 2012-2013 and 2013-2014 school years. These students' average scores are listed in the table below. The students showed improvement on all subjects other than math calculations and math applied problem solving.

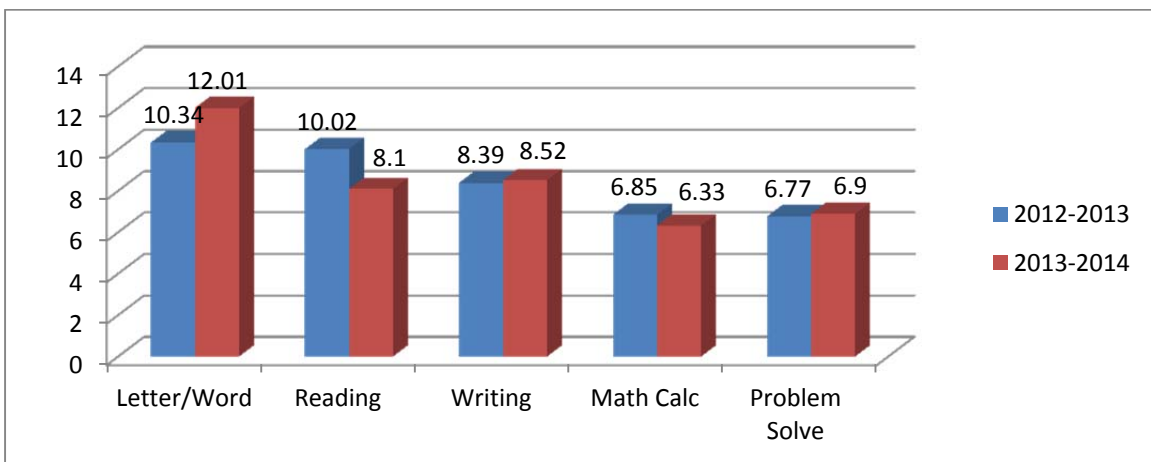
	2012-2013	2013-2014
<b>Letter/Word Recognition</b>	9.79	11.42
<b>Reading Comprehension</b>	9.03	8.11
<b>Writing Fluency</b>	7.90	8.48
<b>Math Calculations</b>	6.82	6.28
<b>Math Applied Problem Solving</b>	7.01	6.73



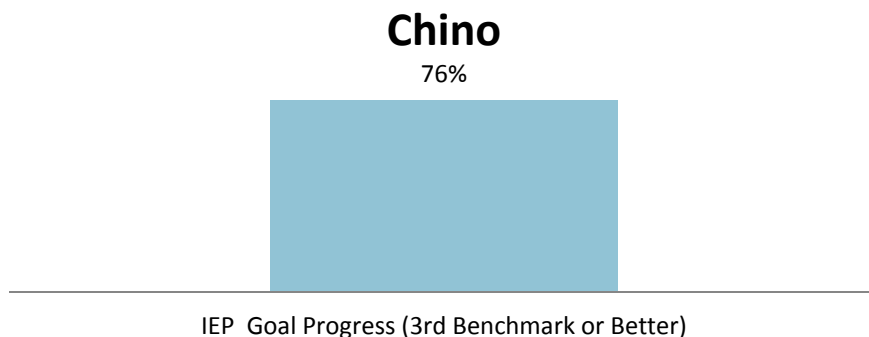
### WJIII Students

WJIII scores were available for 11 Chino students from the 2012-2013 and 2013-2014 school years. These students' average scores are listed in the table below. The students showed improvement on all subjects other than reading comprehension and math calculations.

	2012-2013	2013-2014
<b>Letter/Word Recognition</b>	10.34	12.01
<b>Reading Comprehension</b>	10.02	8.10
<b>Writing Fluency</b>	8.39	8.52
<b>Math Calculations</b>	6.85	6.33
<b>Math Applied Problem Solving</b>	6.77	6.90



The IEP goal data indicate the percent of goals in which the students reached the third benchmark or better at the time of his/her annual. The behavioral progress data indicate the percentage of challenging behaviors targeted in a formal behavior intervention plan that had a 10% decrease or better at the time of the annual IEP.



## **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**

### **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 Chino Valley Campus offers teaching staff 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 one-month 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. Before the beginning of each school year, three to five days are designated as teacher training days. Staff receive the required trainings, such as: CPR, 1st aid, Hughes Bill, Incident Report writing, Emergency Preparedness, Bloodborne Pathogens, Student Supervision, FMLA/ Safety in the Workplace, and Universal Precautions. Spectrum Center Schools provide continual training as well as dedicated staff training days.

## **Teacher Training**

Sample Teacher Trainings:

Improving Student outcomes through Data-based Decisions -

- IEP Goal Writing

- SANDI Training

- 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