

School Accountability Report Card Reported for School Year 2012-13

Published During 2013-14



SPECTRUM CENTER – Valley Campus

1026 Oak Grove Road
Concord, CA. 94518

Phone: 925-685-9703 Fax: 925-685-5950

Program Director: Catherine Lindsey Email: clindsey@spectrumschools.com

CDS Code: 07-61704-6933501

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 Spectrum Center Valley Campus provides services to students from over ten school districts. Our program is designed for student's age 5 to 22 who exhibit challenging behavioral, social and academic special education needs. Student population represents a wide array of disabilities. The school currently has 63 students served in 5 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. 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.

There are opportunities for parents to attend school events such as craft fair, 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.

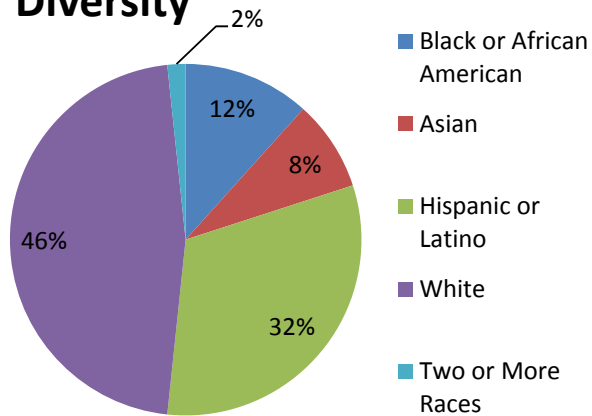
Student Enrollment by Grade Level (School Year 2012-13)

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

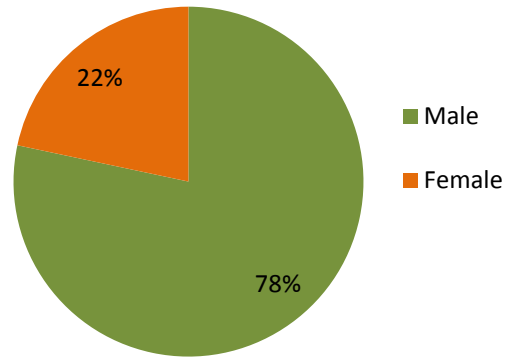
Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Ungraded Elementary	0
Grade 1	1	Grade 9	7
Grade 2	2	Grade 10	3
Grade 3	3	Grade 11	5
Grade 4	6	Grade 12	2
Grade 5	5	Ungraded HS	0
Grade 6	4	Post-Secondary	16
Grade 7	3		
Grade 8	3	Total Enrollment	60

Student Enrollment by Group

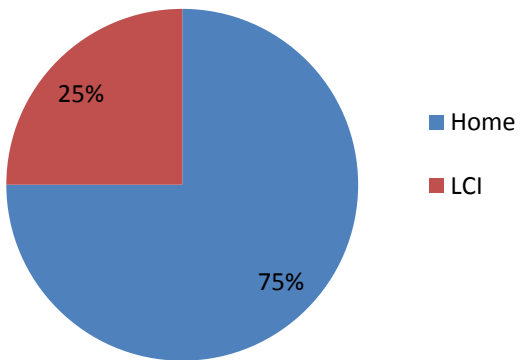
Diversity



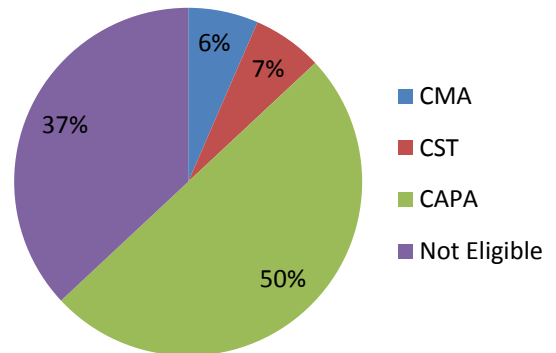
Gender



Residence

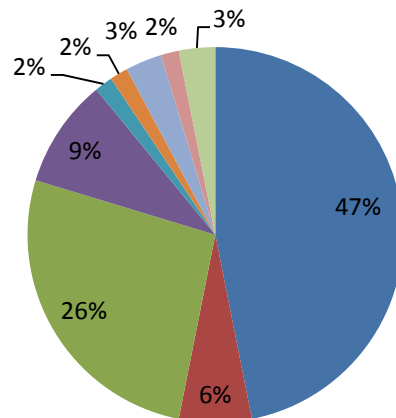


STAR



Disability Eligibility

- AUT ■ ED ■ ID
- OHI ■ OI ■ SLI
- MD ■ VI ■ DEAF



Average Class Size

Our model is to provide small classroom sizes; our classrooms can accommodate anywhere from 6 to 12 students in a classroom. Students are in classrooms according to age and function level. In the 2012-2013 school year, the Spectrum Valley Campus served an average of 60 students in 6 classrooms.

III. School Climate

School Safety Plan (School Year 2012-13)

All staff receives 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 employs a Clinical Assistant who 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 insure the campus is secure and free from dangerous debris.

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 Clinical Assistant and or other office personnel conduct monthly fire drills with staff and students.
2. Duck and Cover drills are coordinated by the Clinical Assistant 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		
	2010-11	2011-12	2012-13
Suspensions	0	0	0
Expulsions	0	0	0

IV. School Facilities

School Facility Conditions and Improvement Plan (School Year 2013-14)

The Spectrum Center Valley Campus has undergone some major renovations. The administrative offices have been remodeled and are now located in building D. Building A has been remodeled to create two new classrooms, some sidewalk repair has been done, and the entire outside of the building has been repainted. .

Age of School Buildings:

The Spectrum Center Valley Campus is located at 1026 Oak Grove Road in Concord, CA. and was built in 1955. The school opened at this site in 1996. The school area of the building has 7 classrooms, a cafeteria, and administrative offices.

Maintenance and Repair:

The Admin Coordinator is responsible for all campus repairs and coordinates with the Maintenance Specialist to ensure repairs are completed. We have recently completed some major renovations to the campus. Our improvement plan includes resurfacing the parking lot.

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 2013-14) Site information

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		
	2010-11	2011-12	2012-13
<i>Number of campus classrooms</i>	7	6	6
Clear Level 2	2	0	2
Preliminary Level 1	3	2	4
UIP	2	4	2
PIP/STSP	1	0	0
Emergency Substitute (Classroom Aides)	4	3	4

VI. Support Staff

Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School
Senior Clinician	1
Curriculum & Instructional Specialist	1
Education Coordinator	1
Clinical Specialist	1
Vocational Specialist	1
Behavioral/Instructional Classroom Aides	27
MFT Counselor	0
Speech/Language/Hearing Specialist	1
Occupational Therapist	1
Adapted Physical Education	1
Nurse	0

VII. Curriculum and Instructional Materials

Instructional Materials (School Year 2013-14)

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

SECTION B. GRADES K-12

CORE SUBJECT ABBREVIATIONS

English Language Arts (ELA) Math (MAT) Social Science (SS) Science (SCI)

(NOTE: The "print area" is preset for two pages. Adjust as necessary to add or reduce the number of pages to be printed)

Core Subject Abbrev.	Grade Level	Current Textbooks and Instructional Materials (Use Exact Titles)	Publisher and Year of Publication	State Adopted? (K–8) Yes or No
English	K	Houghton Mifflin Reading	Houghton Mifflin	Yes
English	1	Houghton Mifflin Reading	Houghton Mifflin	Yes
English	2.1	Houghton Mifflin Reading: Student Anthology-Adventures	Houghton Mifflin	Yes
English	2.2	Houghton Mifflin Reading: Student Anthology-Delights	Houghton Mifflin	Yes
English	3	Student Anthology: Rewards Student Anthology: Horizons	Houghton Mifflin	Yes
English	4	Houghton Mifflin Reading Student Anthology: Traditions	Houghton Mifflin	Yes
English	5	Houghton Mifflin Reading Student Anthology: Expeditions	Houghton Mifflin	Yes
English	6	Timeless Voices, Timeless Themes Copper Level	Prentice Hall School Division	Yes
English	7	Timeless Voices, Timeless Themes Bronze Level	Prentice Hall School Division	Yes
English	8	Timeless Voices, Timeless Themes Silver Level	Prentice Hall School Division	Yes
Mathematics	K	Houghton Mifflin Mathematics	Houghton Mifflin	Yes
Mathematics	1	Houghton Mifflin Mathematics	Houghton Mifflin	Yes
Mathematics	2	Houghton Mifflin Mathematics	Houghton Mifflin	Yes
Mathematics	3	Houghton Mifflin Mathematics	Houghton Mifflin	Yes
Mathematics	4	Houghton Mifflin Mathematics	Houghton Mifflin	Yes
Mathematics	5	Houghton Mifflin Mathematics	Houghton Mifflin	Yes
Mathematics	6-8	Holt California Mathematics Course 1: Numbers to Algebra	Holt Rinehart & Winston	Yes
Mathematics	6-8	Holt California Mathematics Course 2: Pre- Algebra	Holt Rinehart & Winston	Yes
Mathematics	6-8	Holt California Mathematics Algebra	Holt Rinehart & Winston	Yes

Science	K	California Science	Macmillan/McGraw Hill	Yes
Science	1	California Science	Macmillan/McGraw Hill	Yes
Science	2	California Science	Macmillan/McGraw Hill	Yes
Science	3	California Science	Macmillan/McGraw Hill	Yes
Science	4	California Science	Macmillan/McGraw Hill	Yes
Science	5	California Science	Macmillan/McGraw Hill	Yes
Science	6	Focus on Earth Science	Prentice Hall School Division	Yes
Science	7	Focus on Life Science	Prentice Hall School Division	Yes
Science	8	Focus on Physical Science	Prentice Hall School Division	Yes
Social Sciences	K	Harcourt California Big Book: Our World, Now and Long Ago	Harcourt Brace	Yes
Social Sciences	1	Harcourt California Series Reflections	Harcourt Brace	Yes
Social Sciences	2	Harcourt California Series Reflections	Harcourt Brace	Yes
Social Sciences	3	Harcourt California Series Reflections	Harcourt Brace	Yes
Social Sciences	4	Harcourt California Series Reflections	Harcourt Brace	Yes
Social Sciences	5	Harcourt California Series Reflections	Harcourt Brace	Yes
Social Science	6	Ancient Civilizations	Holt Rinehart & Winston	Yes
Social Science	7	Medieval to Early Modern Times	Holt Rinehart & Winston	Yes
Social Science	8	Independence to 1914	Holt Rinehart & Winston	Yes
Health	K-5	Second Step: A Violence Prevention Curriculum 3 rd Edition Committee for Children Programs	Committee for Children Programs	Yes
PE	K-5	Physical Activity Ideas for Action 0880115556	Human Kinetics Publishers (September 1996)	No
PE/Health	6-12	Health and Wellness (Macmillan/McGraw-Hill) 22806059 22806067 22806075	Macmillan/McGraw-Hill	Yes
Visual and Performing Arts	K-12	NA	NA	NA

Core Subject Abbrev	Grade Level.	Current Textbooks and Instructional Materials (Use Exact Titles)	Publisher and Year of Publication	Name District(s) of Alignment
English	9	Timeless Voices Timeless Themes Gold Level	Prentice Hall School Division-	Mt. Diablo
English	10	Timeless Voices, Timeless Themes Platinum Level	Prentice Hall - School Division	Mt. Diablo
English	11	Timeless Voices, Timeless Themes The American Experience	Prentice Hall – 1982	Mt. Diablo
English	12	Timeless Voices, Timeless Themes The British Experience	Prentice Hall – 1982	Mt. Diablo
Mathematics: Introduction to Algebra	9-12	California Algebra: Concepts and Applications 002825364	Glencoe McGraw-Hill 2005	Mt. Diablo
Mathematics: Algebra I	9-12	Algebra 1 0130442631	Prentice Hall School Division) 2004	Mt. Diablo
Mathematics: Geometry	9-12	Geometry (11)131339974	Glencoe 1998	Mt. Diablo
Mathematics: Algebra II	9-12	Algebra II 0028251784	Prentice Hall School Division) 2004	Mt. Diablo
Science: Biology I	9-12	Biology I 0132013525	Biology I (Prentice Hall	Mt. Diablo
Science: Chemistry	9-12	Chemistry: Matter and Change	Glencoe Publishing 2007	Mt. Diablo
Science: Earth Science	9-12	Earth Science I	McDougal Littell	Mt. Diablo
Science: Earth Science	9-12	Earth Science II	McDougal Littell	Mt. Diablo
Science: General Physical Science	9-12	Physical Science: Concepts In Action; With Earth and Space Science	Pearson Prentice Hall (January 31, 2005)	Mt. Diablo
Social Sciences: World History	9-12	World History: The Modern World 131299778	Prentice Hall 2007	Mt. Diablo
Social Sciences: U.S. History	9-12	The Americans: Reconstruction Through the 20th Century	Mcdougal Littell/Houghton Mifflin; 1ST edition (2002)	Mt. Diablo
Social Sciences: U.S. Government/Economics	12	American Government (Magruder's American Government) Economics Principles in Action	Pearson Prentice Hall (May 30, 2005) Pearson Prentice Hall; 2001 Wall Street Journal Classroom Edition (May 12, 2006)	Mt. Diablo
Foreign Language: Spanish 1-3	9-12	Realidades Levels 1-3	Prentice Hall School Division	Mt. Diablo
PE/Health	9-12	Health and Wellness (Macmillan/McGraw-Hill) 22806059 22806067 22806075	Macmillan/McGraw-Hill	NA
Visual and Performing Arts	9-12	NA	NA	NA

VIII. School Finances

Expenditures per Pupil (Fiscal Year 2012-13)

Total Dollars	Dollars per student	Average Teacher Salary
\$2,765,750	\$52,184	\$52,429

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 intellectual 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 Valley Campus 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 2012-13)

Category	Spectrum Schools Amount	State Average (ADA <1,500)
Beginning Teacher Salary	\$38,140	\$40,329
Mid-Range Teacher Salary	\$52,149	\$59,804
Highest Teacher Salary	\$66,998	\$79,279
Average Director Salary	\$78,680	\$91,712

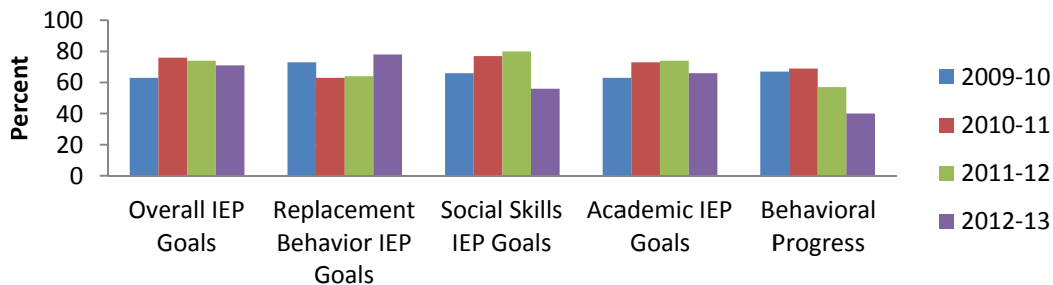
IX. Student Performance

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

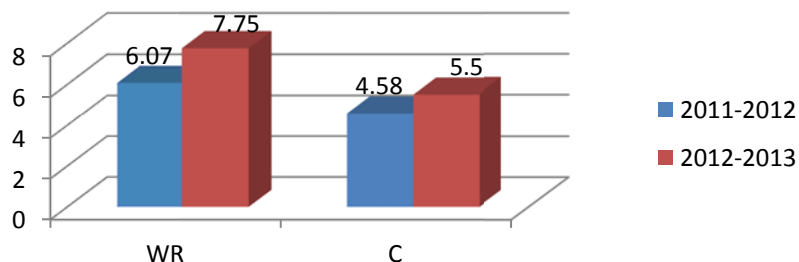
Valley - IEP and Behavior Progress



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.

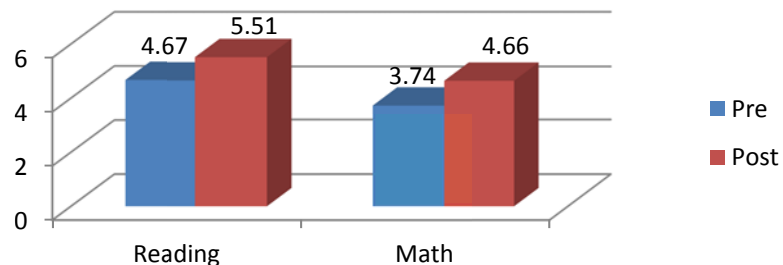
Basic Reading Inventory (BRI)

BRI scores were available for 14 students from June of the previous and current school years (i.e., 2011-2012 and 2012-2013). One student was missing C scores, while all 14 students had WR scores. On average, the students showed over one grade level of growth for each WR and C. Average scores can be seen in the table and graph below.



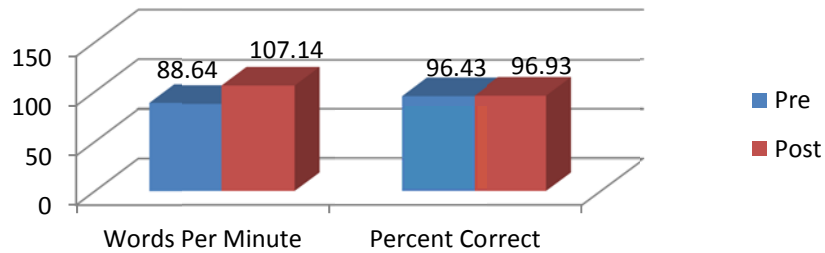
Pearson Reading and Math Assessments

Pearson assessment scores were available for 11 students from the beginning and end of the school year. All students had scores for both reading and math. On average the students displayed growth in both reading and math. Average scores are in the table and graph below.



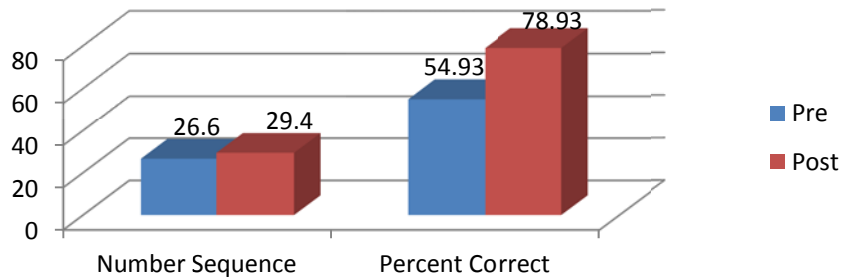
Curriculum Based Measures (CBM): Reading Fluency

Reading fluency scores were available for 14 students from the beginning and end of the school year. All students had scores for both words read per minute and percent correct. On average the students improved their reading speed while slightly improving accuracy. Average scores can be seen in the table and graph below.



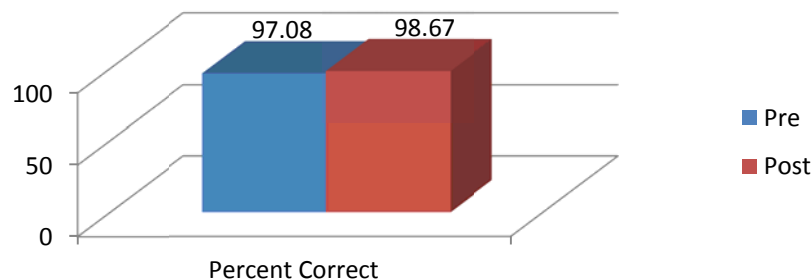
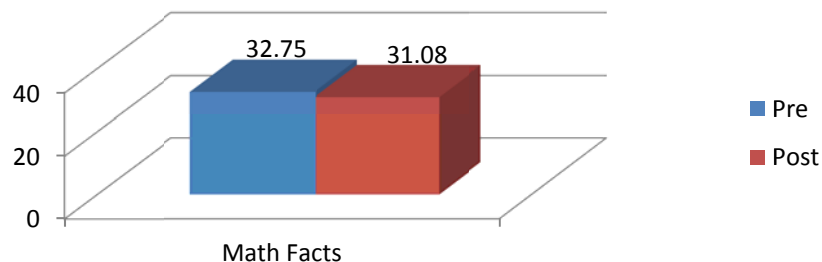
Curriculum Based Measures (CBM): Writing Fluency

Writing fluency scores were available for 15 students from the beginning and end of the school year. All students had scores for both writing number sequence and percent correct. On average the students improved both their writing number sequence and percent correct scores. Average scores can be seen in the table and graph below.



Curriculum Based Measures (CBM): Math Fluency

Math fluency scores were available for 12 students from the beginning and end of the school year. All students had scores for both number of math facts and percent correct. On average the students slightly decreased their math facts score while slightly improving their accuracy. Average scores can be seen in the table and graph below.



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.

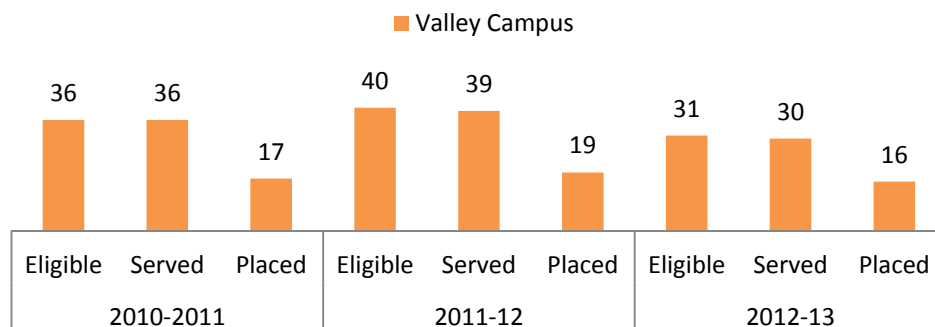
Spectrum's WAI program goal is to provide students with the skills necessary to maximize the level of independence and productivity in their lives, assisting them into a quality adult life.

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

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 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