

Spectrum Center, Oakland Campus
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	6325 Camden St. Oakland, CA , 94605-1640	Principal:	Michelle Chandler-Barnes
Phone:	510-729-6384	Grade Span:	K-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Michelle Chandler-Barnes

📍 Principal, Spectrum Center, Oakland Campus

About Our School

We strive to change the direction of children's lives using quality research-based methods of academic instruction, Positive Behavior Intervention and Support (PBIS), Applied Behavior Analysis (ABA), direct instruction in social skills, and an increased focus on the development of the communication and life skills necessary for our students to grow and thrive as independent individuals. We see the families of our students as invaluable partners in their education and development and pride ourselves on involving families in their child's school through open communication and shared goal setting. We offer personalized education to suit the needs of each child through developing and monitoring student-specific IEP goals, and through providing each student with a small class size and an increased number of educators in each classroom giving each student more daily interaction and individualized attention than is often not available at other schools. Our dedicated and passionate staff includes teachers, Instructional Assistants who have all received training on Applied Behavioral Analysis (ABA), Behavior Specialist who support our classroom staff and students in developing appropriate behavioral strategies, and a Program Director (or School Principal) who oversees the campus.

Contact

Spectrum Center, Oakland Campus
6325 Camden St.
Oakland, CA 94605-1640

Phone: [510-729-6384](tel:510-729-6384)

Email: michelle.chandler-barnes@chancelight.com

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Oakland Unified
Phone Number	(510) 879-8000
Superintendent	Johnson-Trammell, Kyla
Email Address	kyla.johnson@ousd.org
Website	www.ousd.org

School Contact Information (School Year 2023–24)

School Name	Spectrum Center, Oakland Campus
Street	6325 Camden St.
City, State, Zip	Oakland, CA , 94605-1640
Phone Number	510-729-6384
Principal	Michelle Chandler-Barnes
Email Address	michelle.chandler-barnes@chancelight.com
Website	www.spectrumschools.com
County-District-School (CDS) Code	01612597077878

Last updated: 2/1/24

School Description and Mission Statement (School Year 2023–24)

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

The Camden Campus is designed for students ages 5 to 22 with challenging behaviors and social and academic needs representing a wide array of disabilities. The school has 36 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:

We believe all students have value, can learn and can develop their inherent talents to become contributing members of society.

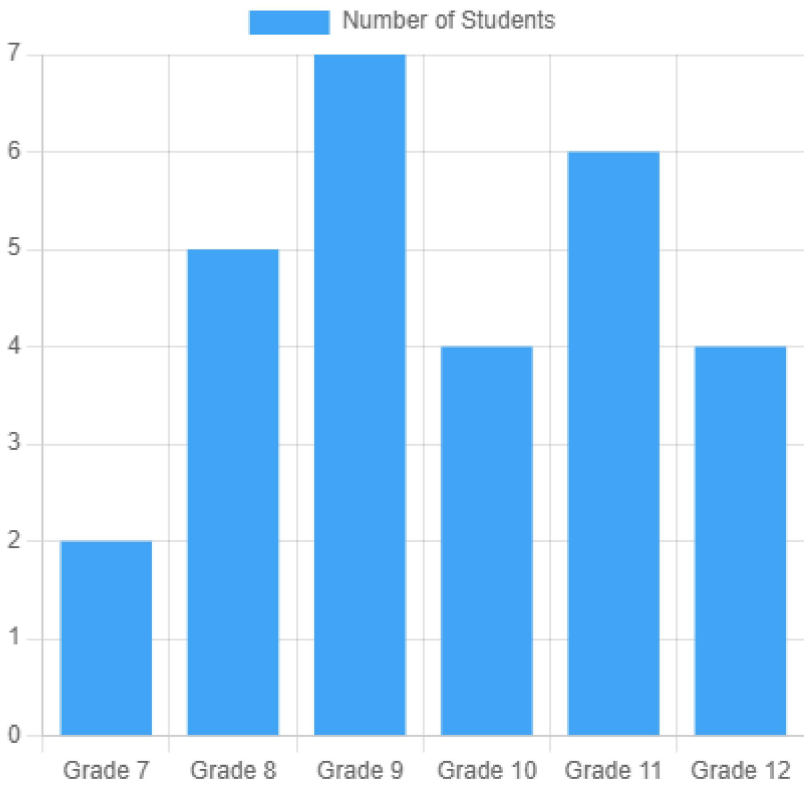
Our mission is to provide personalized, evidence-based educational services for non-traditional learners in collaboration with families and public-school districts.



Last updated: 1/31/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 7	2
Grade 8	5
Grade 9	7
Grade 10	4
Grade 11	6
Grade 12	4
Total Enrollment	28



Last updated: 1/31/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	13.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%

Student Group	Percent of Total Enrollment
Male	87.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	9.00%
Black or African American	63.00%
Filipino	0.00%
Hispanic or Latino	15.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	4.00%
White	9.00%

Student Group (Other)	Percent of Total Enrollment
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	0.00%
Students with Disabilities	100.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5	100%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0	0%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	0	0%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	5	100%	2598.40	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/31/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4	100%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0	0%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	0	0%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	4	100%	2573.20	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/31/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	0

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: September 2023

Each student at CST and CAA 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys CA Grade K Journeys CA Grade 1 Journeys CA Grade 2 Journeys CA Grade 3 Journeys CA Grade 4 Journeys CA Grade 5 Collections CA Student Edition Grade 6 Collections CA Student Edition Grade 7 Collections CA Student Edition Grade 8 Grades 9-12: HMH Collections California 9 Student Edition HMH Collections California 10 Student Edition HMH Collections California 11 Student Edition HMH Collections California 12 Student Edition	Yes	0
Mathematics	Math in Focus:Singapore Math - Grade K	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Math in Focus:Singapore Math - Grade 1 Math in Focus:Singapore Math - Grade 2 Math in Focus:Singapore Math - Grade 3 Math in Focus:Singapore Math - Grade 4 Math in Focus:Singapore Math - Grade 5 Math in Focus:Singapore - Student Edition Set Course 1, Grade 6 Math in Focus:Singapore - Student Edition Set Course 2, Grade 7 Math in Focus:Singapore - Student Edition Set Course 3, Grade 8 Grades 9-12 HMH California Geometry Volume 1 HMH California Geometry Volume 2 HMH California Algebra 1 Volume 1 HMH California Algebra 1 Volume 2 HMH California Algebra 2 Volume 1 HMH California Algebra 2 Volume 2		
Science	2020 California Science Dimensions Worktext, Grade K 2020 California Science Dimensions Digital, Grade K 2020 California Science	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Dimensions Worktext, Grade 1 2020 California Science Dimensions Digital, Grade 1 2020 California Science Dimensions Worktext, Grade 2 2020 California Science Dimensions Digital, Grade 2 2020 California Science Dimensions Worktext, Grade 3 2020 California Science Dimensions Digital, Grade 3 2020 California Science Dimensions Worktext, Grade 4 2020 California Science Dimensions Digital, Grade 4 2020 California Science Dimensions Worktext, Grade 5 2020 California Science Dimensions Digital, Grade 5 2020 California Science Dimensions Worktext, Grade 6 2020 California Science Dimensions Digital, Grade 6 2020 California Science Dimensions Worktext, Grade 7 2020 California Science Dimensions Digital, Grade 7 2020 California Science		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Dimensions Worktext, Grade 8 2020 California Science Dimensions Digital, Grade 8 Grades 9-12: Savaas Miller and Levine Biology (SE) Savaas Experience Chemistry (SE) Savaas Experience Physics (SE)		
History-Social Science	Pearson MyWorld Interactive Student Worktext, Grade K Pearson MyWorld Interactive Student Worktext, Grade 1 Pearson MyWorld Interactive Student Worktext, Grade 2 Pearson MyWorld Interactive Student Worktext, Grade3 Pearson MyWorld Interactive Student Worktext, Grade 4 Pearson MyWorld Interactive Student Worktext, Grade 5 Pearson MyWorld Interactive Ancient Civilizations Student Edition, Grade 6 Pearson MyWorld Interactive Medieval and Early Modern Times Student Edition, Grade 7 Pearson MyWorld	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Interactive Growth and Conflict Student Edition I, Grade 8</p> <p>Grades 9-12, Adopted 2018:</p> <p>National Geographic Cengage Learning: World History—Voyages of Exploration (SE)</p> <p>National Geographic Cengage Learning: US History—America Through the Lens (SE)</p> <p>National Geographic Cengage Learning: American Government—The Challenge of Democracy (SE)</p> <p>National Geographic Cengage Learning: Economics—Contemporary Economics (SE)</p>		
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

Last updated: 2/1/24

School Facility Conditions and Planned Improvements

The Spectrum Center Camden Campus was built in 1949 as an Episcopalian high school. We purchased the building in 1997. The school has 8 classrooms, a library/multipurpose room, a gymnasium, and administrative offices.

Maintenance and Repair:

The Administrative Coordinator is responsible for all campus repairs and coordinates with the Maintenance Specialist to ensure repairs are completed. We have a Five-Year Plan, which consists of replacing the roof, updating the furniture in the building, and replacing the carpets. The Custodian conduct morning safety sweeps to ensure the campus is free from dangerous debris.

Cleaning Process and Schedule:

Our campus has a part-time Cleaning Crew to clean and service all classrooms, offices, gym, and restrooms daily.

Modernizing or New School Construction Projects: N/A

Last updated: 1/31/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Planned-Painting
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	Repair needed for electrical outlets need to be repaired in conference room, classrooms, and gym.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Repair needed in one stall in girl's restroom. Repair on sink needs.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Repairs needed on front door and windows.

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating	Fair
----------------	------

Last updated: 1/31/24

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Students enrolled in the Spectrum program are required to take states tests as determined by the IEP. Accommodations are provided in accordance with the IEP. Student results are included in the referring district outcomes.

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	--	--		34%		46%
Mathematics (grades 3-8 and 11)	--	--		26%		34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/31/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Students enrolled in the Spectrum program are required to take states tests as determined by the IEP. Accommodations are provided in accordance with the IEP. Student results are included in the referring district outcomes.

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	--	--	19.36%	20.14%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

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

Parental involvement is encouraged throughout the school year. Our campus hosts annual open houses each October and invites both families of our students and local community members to attend. Teachers and parents work together to individualize means of daily communication (email, written logs, phone calls, etc.) that proves effective in the consistency between home and school. Additionally, we have an open-door policy where parents can schedule visits to their child's classroom throughout the year.

Teachers make weekly phone calls 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 training to help parents with challenges at home, such as ABA principles, video modeling for those with Autism, and many others.

--

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

School Safety Plan (School Year 2023–24)

All staff receive required trainings including, but not limited to, 1st Aid/CPR, Positive Behavior Supports, 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.

Last updated: 2/1/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Student Support Services Staff (School Year 2022–23)

Spectrum Center Schools collaborate 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 a highly structured educational setting involves repeated presentation of instruction and focuses on communication, behavior, social and academic skills in a low student to instructor ratio.

Related services provided 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.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	2.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 2/1/24

Professional Development

Spectrum Center Schools provide continual training as well as dedicated staff training days. Spectrum – Camden had 3 all staff training days prior to the first student day in the fall. We have 3 additional training days during the school year. We also have weekly classroom clinical meetings at the campus.

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 on 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

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	7	8	8

Last updated: 1/31/24