

Spectrum Center, Camden Campus
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address: 6325 Camden Street
Oakland, CA , 94605-1640

Principal: Kyle Farris

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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Kyle Farris

📍 Principal, Spectrum Center, Camden Campus

Contact

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Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

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 2024–25)

School Name	Spectrum Center, Camden Campus
Street	6325 Camden Street
City, State, Zip	Oakland, CA , 94605-1640
Phone Number	(510) 729-6384
Principal	Kyle Farris
Email Address	kyle.farris@chancelight.com
Website	www.spectrumschools.com
Grade Span	K-12+
County-District-School (CDS) Code	01612597077878

School Description and Mission Statement (School Year 2024–25)

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 24 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.

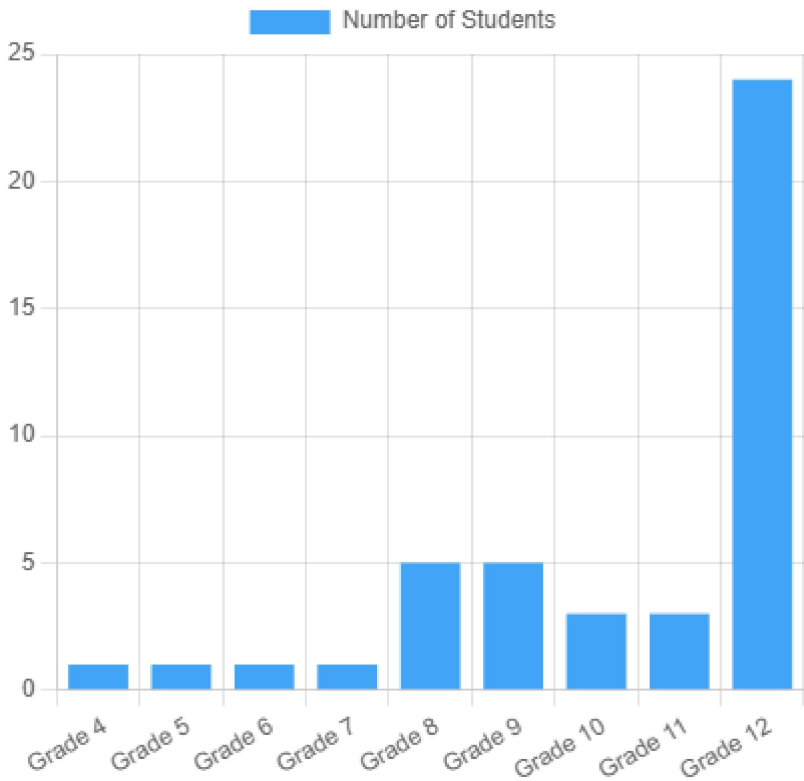
Mission Statement:

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.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 4	1
Grade 5	1
Grade 6	1
Grade 7	1
Grade 8	5
Grade 9	5
Grade 10	3
Grade 11	3
Grade 12	24
Total Enrollment	44



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	11.00%	English Learners	0.00%
Male	89.00%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	0.00%	Migrant	0.00%
Asian	18.00%	Socioeconomically Disadvantaged	0.00%
Black or African American	39.00%	Students with Disabilities	100.00%
Filipino	0.00%		
Hispanic or Latino	16.00%		
Native Hawaiian or Pacific Islander	2.00%		
Two or More Races	9.00%		
White	7.00%		

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.

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.

Teacher Preparation and Placement (School Year 2022–23)

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%	1450.80	58.72%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0	0%	121.90	4.93%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	782.20	31.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	49.10	1.99%	11746.90	4.23%
Unknown/Incomplete/NA	0	0%	66.90	2.71%	14303.80	5.15%
Total Teaching Positions	4	100%	2471.00	100.00%	277698.00	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.

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0	0	0
Misassignments	0	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	0	0

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	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%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

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.

Year and month in which the data were collected: September 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<u>Grades K-8 - 2017, State Adopted</u> 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 <u>Grades 9-12 - 2017, District Aligned</u> Collections CA Student Edition Grade 9 Collections CA Student Edition Grade 10 Collections CA Student Edition Grade 11 Collections CA Student Edition Grade 12	0
Mathematics	<u>Grades K-8 - 2015, State Adopted</u> Go Math CA Student Edition Set Grade K Go Math CA Student Edition Grade 1 Go Math CA Student Edition Grade 2 Go Math CA Student Edition Grade 3 Go Math CA Student Edition Grade 4 Go Math CA Student Edition Grade 5 Go Math CA Student Edition Grade 6 Go Math CA Student Edition Grade 7 Go Math CA Student Edition Grade 8 <u>Grades 9-12 - 2015, District Aligned</u> 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	0
Science	<u>Grades K-8 - 2020, State Adopted</u>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>California Science Dimensions Worktext, Grade K California Science Dimensions Worktext, Grade 1 California Science Dimensions Worktext, Grade 2 California Science Dimensions Worktext, Grade 3 California Science Dimensions Worktext, Grade 4 California Science Dimensions Worktext, Grade 5 California Science Dimensions Worktext Grade 6 HMH CA Science Dimensions Grade 7 Student Worktext HMH CA Science Dimensions Grade 8 Student Worktext</p> <p><u>Grades 9-12 - 2020, District Aligned</u> Savaas Miller and Levine Biology (SE) Savaas Experience Chemistry (SE) Savaas Experience Physics (SE)</p>	
History-Social Science	<p><u>Grades K-8 - 2019, State Adopted</u></p> <p>CA MyWorld Interactive Pearson Student Worktext Grade K CA MyWorld Interactive Pearson Student Worktext Grade 1 CA MyWorld Interactive Pearson Student Worktext Grade 2 CA MyWorld Interactive Pearson Student Worktext Grade 3 CA MyWorld Interactive Pearson Student Worktext Grade 4 CA MyWorld Interactive Pearson Student Worktext Grade 5 CA MyWorld Interactive Pearson Active Journal Ancient Civilizations Gr 6 CA MyWorld Interactive: Medieval and Early Modern Times Student Edition CA MyWorld Interactive: Growth and Conflict American History Student Edition</p> <p><u>Grades 9-12 - 2018, District Aligned</u> National Geographic Cengage Learning: World History—Voyages of Exploration SE National Geographic Cengage Learning: US History—America Through the Lens SE National Geographic Cengage Learning: American Government—The Challenge of Democracy SE National Geographic Cengage Learning: Economics—Contemporary Economics SE</p>	0
Foreign Language	N/A	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

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

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 2025

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2025

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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.

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 2024–25)

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.

State Priority: Pupil Engagement

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

- High school graduation rates;
- High school dropout 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 2024–25)

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, 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.

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 2023–24)

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, 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other**	1.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

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 5 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 Morpho graphs
 - Expressive Writing I & II
 - Use of SEACO Curriculum

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8