

Spectrum Center Sierra Sands

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address: 674 N Gold Canyon St
Ridgecrest, CA , 93555-5797

Principal: Brian Tollette

Phone: (442) 966-9395

Grade Span: K-6

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

Brian Tollette

📍 Principal, Spectrum Center Sierra Sands

Contact

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Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Sierra Sands Unified
Phone Number	(760) 499-1600
Superintendent	Moore, April
Email Address	superintendent@ssusd.org
Website	www.ssusd.org

School Contact Information (School Year 2024–25)

School Name	Spectrum Center Sierra Sands
Street	674 N Gold Canyon St
City, State, Zip	Ridgecrest, CA , 93555-5797
Phone Number	(442) 966-9395
Principal	Brian Tollette
Email Address	btollette@chancelight.com
Website	www.spectrumschools.com
Grade Span	K-6
County-District-School (CDS) Code	15737426167753

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

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

The Spectrum Center Sierra Sands Campus program is designed for students grades K- 6 who exhibit challenging behavioral, social and academic special education needs. The student population represents a wide array of disabilities. The school has 6 students served in 1 classroom 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 evidence-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

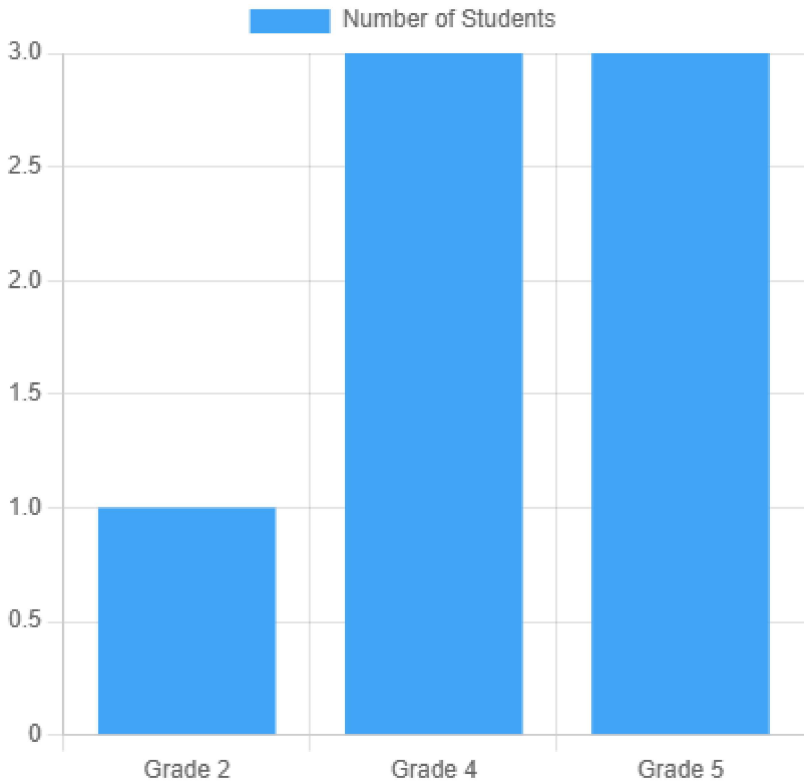
- Standardized Assessments

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.

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

Grade Level	Number of Students
Grade 2	1
Grade 4	3
Grade 5	3
Total Enrollment	7



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

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	14.00%	English Learners	0.00%
Male	86.00%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	0.00%	Migrant	0.00%
Asian	0.00%	Socioeconomically Disadvantaged	0.00%
Black or African American	57.00%	Students with Disabilities	100.00%
Filipino	0.00%		
Hispanic or Latino	0.00%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.00%		
White	43.00%		

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)

Spectrum Center Sierra Sands was opened in 2023, and as such, there is no information for tables below.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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)

Spectrum Center Sierra Sands was opened in 2023, and as such, there is no information for tables below.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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)

Spectrum Center Sierra Sands was opened in 2023, and as such, there is no information for tables below.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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.

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			
Local Assignment Options			
Total Out-of-Field Teachers			

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

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-6 - 2017, State Adopted</u> Journeys CA Student Edition Grade K Volume 1 Journeys CA Student Edition Grade K Volume 2 Journeys CA Student Edition Grade 1 Volume 1 Journeys CA Student Edition Grade 1 Volume 2 Journeys CA Student Edition Grade 1 Volume 3 Journeys CA Student Edition Grade 1 Volume 4 Journeys CA Student Edition Grade 1 Volume 5 Journeys CA Student Edition Grade 1 Volume 6 Journeys CA Student Edition Grade 2 Volume 1 Journeys CA Student Edition Grade 2 Volume 2 Journeys CA Student Edition Grade 3 Volume 1 Journeys CA Student Edition Grade 3 Volume 2 Journeys CA Student Edition Grade 4 Journeys CA Student Edition Grade 5 Journeys CA Student Edition Grade 6	0
Mathematics	<u>Grades K-6 - 2015, State Adopted</u> Go Math CA Student Edition Set Grade K Go Math CA Student Edition Set Grade 1 Go Math CA Student Edition Set Grade 2 Go Math CA Student Edition Set Grade 3 Go Math CA Student Edition Set Grade 4 Go Math CA Student Edition Set Grade 5 Go Math CA Student Edition Set Grade 6	0
Science	<u>Grade K-6 - 2020, State Adopted</u> 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	0
History-Social Science	<u>Grades K-6 - 2019, State Adopted</u> Pearson MyWorld Interactive Student Worktext, Grade K	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	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 Student Worktext, Grade 6	
Foreign Language	N/A	0
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 Sierra Sands Campus is located on-site at an active public-school, Pierce Elementary School, located at 674 N Gold Canyon Street, Ridgecrest, CA 93555. The school opened at this site in 2023. The school area of the building has 1 classroom, refocus room 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:

The District provides cleaning services to ensure that the classroom, offices, and restrooms are cleaned on a daily basis.

Modernizing or New School Construction Projects: NA

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 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 back to school night, open house, 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.

The teacher communicates with parents on a daily basis to touch base and share how the child’s day/week went as well as ask for parent input.

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 receives required trainings including, but not limited to: 1st Aide/CPR, Positive Behavior Supports, 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 aid and bloodborne pathogen supplies and reviewing safety incidents as needed.

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 work cooperatively with the SELPA 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 principles of Applied Behavior Analysis (ABA). ABA is a discipline devoted to the understanding and improvement of human behavior. Spectrum's ABA curriculum includes specific strategies for preventing behaviors of concern, teaching alternative appropriate behavior, teaching self-control strategies, improving learning skills and responding to behaviors of concern in a safe and respectful manner.

Spectrum Center Schools serve students with emotional disturbance or developmental disabilities who benefit from a consistent and structured program, with an emphasis on a successful transition to a less restrictive environment. The students receive individualized instruction in academic, social, and behavioral skills, including independent living and vocational skills in a low student to instructor ratio.

Spectrum Center Schools also serve students with autism, who receive a continuum of specialized education services in dedicated classrooms. Applied Behavior Analysis is the foundation of Spectrum's approach to teaching children with autism in an environment that is predictable, consistent, structured, and positive. Spectrum's curriculum for students with autism in highly structured educational settings involves repeated presentation of instruction and focuses on communication, behavior, social and academic skills in a low student to instructor ratio.

All Related Services are provided by the District per the student's Individual Education Program.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* 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

All Sierra Sands staff receive both academic and behavioral training. Teachers are required to continue their education and training by the California Department of Education. All other professional support staff must attain the continuing education requirements as stipulated by their Credential/License. All staff are trained in CPR/First Aid and in CPI.

Staff Training

- All Staff are trained in:
- Nonviolent Crisis Intervention: CPI
 - Behavior and Education Staff Training in the areas of:
 - Dignity and Respect
 - Communication
 - 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

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement		7	2