

School Accountability Report Card Reported for School Year 2010-11

Published During 2011-12



SPECTRUM CENTER –DALY CITY CAMPUS

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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 Daly City Campus is designed for students age 5 to 22 with challenging behavior, social & academic needs representing a wide array of disabilities. The school currently has 41 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 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 students 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.

Our school hosts four annual events every school year. The first of these events is open house and this occurs at the beginning of the year. Open house is an event at which parents can visit the school, tour the classroom, meet classroom staff, meet and interact with other parents, look over current work samples for their child, and receive verbal updates on how successfully their child is meeting their behavioral, social, and academic goals. Spectrum, Daly City, also holds an annual Thanksgiving banquet at which staff serves meals to students and parents. At our annual Christmas party, we also serve a meal, sing Christmas carols, deliver small gifts to the students, and have a talent show. Finally, we also hold an end of the year carnival that the students help us organize and run. We have carnival games and food that are available to both students and parents.

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 trainings to help parents with challenges at home, such as ABA principles, video modeling for those with Autism, and many others.

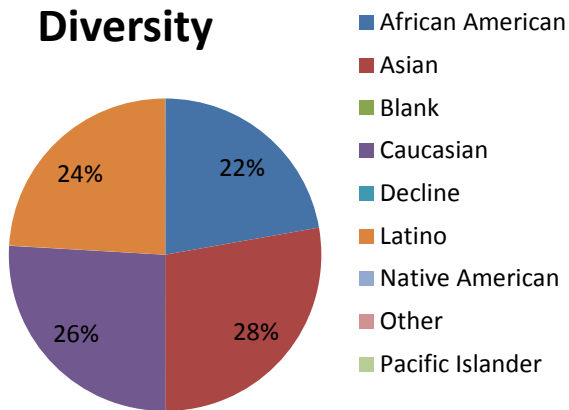
Student Enrollment by Grade Level (School Year 2010-11)

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

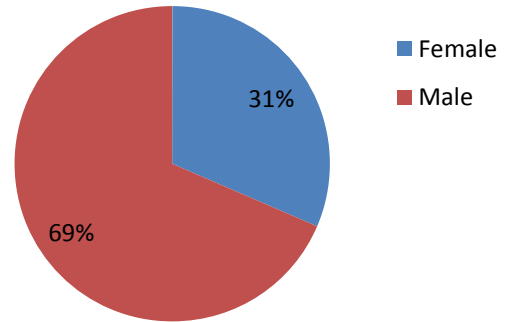
Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Ungraded Elementary	0
Grade 1	0	Grade 9	11
Grade 2	1	Grade 10	4
Grade 3	0	Grade 11	5
Grade 4	2	Grade 12	12
Grade 5	1	Ungraded HS	0
Grade 6	1	Post-Secondary	6
Grade 7	5		
Grade 8	1	Total Enrollment	49

Student Enrollment by Group

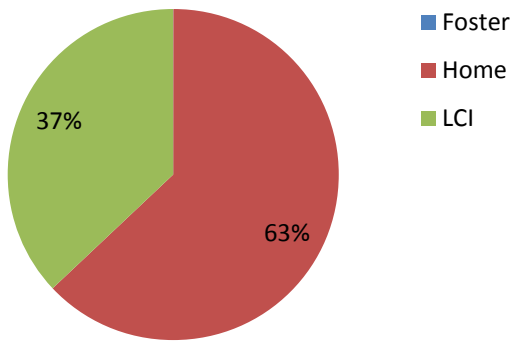
Diversity



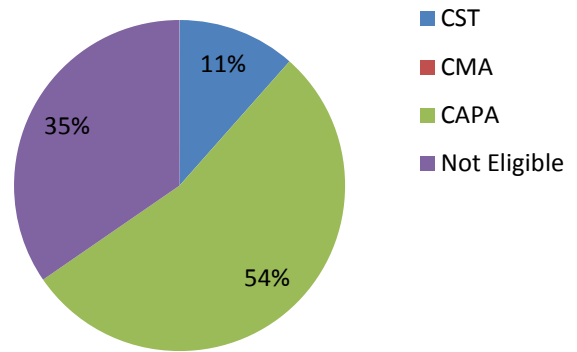
Gender



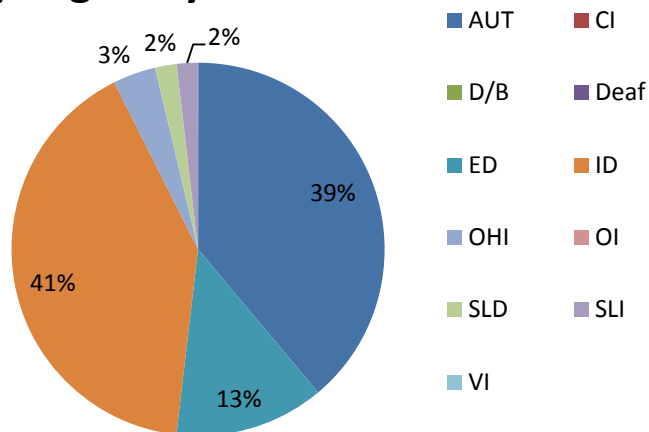
Residence



STAR



Disability Eligibility



Average Class

Our model is to provide small classroom sizes, due to this our classrooms can be anywhere from 6 to 12 students in a classroom. Students are in classrooms according to age and function level. In the 2010-2011 school year, the Daly City Campus served an average of 50 students in 5 classrooms.

III. School Climate

School Safety Plan (School Year 2010-11)

All staff receive 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 has a safety team which meets monthly. The safety team is responsible for monitoring monthly classroom safety and risk abatement checklist, maintaining adequate first aide and blood borne pathogen supplies and reviewing safety incidents as needed. Morning sweeps of the grounds are conducted to insure 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.

Suspensions and Expulsions

Rate	School		
	2008-09	2009-10	2010-11
Suspensions	2	5	1
Expulsions	0	0	0

IV. School Facilities

School Facility Conditions and Improvement Plan (School Year 2011-12)

Age of School Buildings:

The Spectrum Center Daly City Campus is located in the Christopher Columbus Elementary School . The school area of the building has 7 classrooms, a library/multipurpose room, a kitchen, 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 improvements to the floor, resurfacing the playground and the acquisition of additional classroom space to facilitate continued student population growth. The head of the safety team coordinates with the Clinical Assistant and the Safety Team members to conduct morning safety sweeps to insure the campus is free from dangerous debris.

Cleaning Process and Schedule:

Our campus contracts a cleaning service company in order to ensure that all classrooms, offices, cafeteria, gym and restrooms are cleaned on a daily basis. We also contract with a cleaning service to have the tile floors waxed and the carpets steam cleaned once a year.

Modernizing or New School Construction Projects:

The campus recently installed new carpet in the administrative offices and the library/multi-purpose room.

School Facility Good Repair Status (School Year 2011-12)

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		
	2008-09	2009-10	2010-11
Number of campus classrooms	6	5	5
Clear Level 2	1	2	1
Preliminary Level 1	5	5	4
UIP	1	1	1
PIP/STSP	0	0	0
Emergency Substitute (Classroom Aides)	3	3	2

VI. Support Staff

Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School
Senior Clinician	1
Curriculum & Instructional Specialist	0
Education Coordinator	2
Clinical Specialist	1
Vocational Specialist	0
Behavioral/Instructional Classroom Aides	11
MFT Counselor	0
Speech/Language/Hearing Specialist	1
Occupational Therapist	0
Adapted Physical Education	1
Nurse	0

VII. Curriculum and Instructional Materials

Instructional Materials (School Year 2011-12)

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

Course Title	Grade	Instructional Materials/Textbooks (Series and Exact Textbook Title)	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Publisher/Year	Number of Students	Number of Textbooks
Reading and Language Arts	K	HM CA Reading Medallion 1.1-Here We Go, 1.2 – Let's Be Friends, 1.3 – Surprises, 1.4 – Treasures, 1.5 Wonders	Yes	N/A	Houghton Mifflin (2003)	0	1

Course Title	Grade	Instructional Materials/Textbooks (Series and Exact Textbook Title)	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Publisher/Year	Number of Students	Number of Textbooks
Reading and Language Arts	1	HOUG 2003 HOUGHTON MIFFLIN READING {CA} 2.1 ISBN: 0-618-15716-6 HOUGHTON MIFFLIN READING {CA} 2.2	Yes	N/A	Houghton Mifflin (2003)	0	1
Reading and Language Arts	2	HOUGHTON MIFFLIN READING {CA} 3.1	Yes	N/A	Houghton Mifflin (2003)	0	1
Reading and Language Arts	3	HOUGHTON MIFFLIN READING {CA} 3.1 Rewards, 3.2 Horizons	Yes	N/A	Houghton Mifflin (2003)	0	1
Reading and Language Arts	4	Houghton Mifflin Reading (CA) Traditions	Yes	N/A	Houghton Mifflin (2001)	0	1
Reading and Language Arts	4	HOUGHTON MIFFLIN READING {CA} T	Yes	N/A	Houghton Mifflin (2003)	0	1
Reading and Language Arts	5	HOLT LITERATURE AND LANGUAGE ARTS INTRO CRS {CA} 6	Yes	N/A	Holt (2003)	0	1
Reading and Language Arts	6	HOLT LITERATURE AND LANGUAGE ARTS FIRST CRS {CA} 7	Yes	N/A	Holt (2003)	0	1
Reading and Language Arts	6	Literature: Timeless Voices, Timeless Themes (Copper)	Yes	N/A	Prentice Hall (2002)	2	2
Reading and Language Arts	7	Literature: Timeless Voices, Timeless Themes (Bronze)	Yes	N/A	Prentice Hall (2005)	2	2
Reading and Language Arts	8	Literature: Timeless Voices, Timeless Themes (Silver)	Yes	N/A	Prentice Hall (2005)	2	2
Reading and Language Arts	7-8	HOLT LITERATURE AND LANGUAGE ARTS SECOND CRS {CA} 8	Yes	N/A	Holt (2003)	2	2
Reading and Language Arts	6	HOLT HANDBOOK {FIRST CRS} {CA} 7	Yes	N/A	Holt (2003)	0	1

Course Title	Grade	Instructional Materials/Textbooks (Series and Exact Textbook Title)	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Publisher/Year	Number of Students	Number of Textbooks
Mathematics	K	Houghton Mifflin California Math	Yes	N/A	Houghton Mifflin (2009)	0	1
Mathematics	1	Houghton Mifflin California Math	Yes	N/A	Houghton Mifflin (2009)	0	1
Mathematics	2	Houghton Mifflin California Math	Yes	N/A	Houghton Mifflin (2009)	0	1
Mathematics	3	Houghton Mifflin California Math	Yes	N/A	Houghton Mifflin (2009)	0	1
Mathematics	4	Houghton Mifflin California Math	Yes	N/A	Houghton Mifflin (2009)	0	1
Mathematics	5	Houghton Mifflin California Math	Yes	N/A	Houghton Mifflin (2009)	0	1
Mathematics	6	McDougal Littlele CA Math Course1	Yes	N/A	Holt McDougal (2008)	0	1
Mathematics	7	McDougal Littlele CA Math Course 2	Yes	N/A	Holt McDougal (2008)	2	2
Mathematics	8	McDougal Littlele CA Math Algebra 1	Yes	N/A	Holt McDougal (2008)	0	1
MATH	8	<i>Algebra: Algebra Connections</i>	yes	Jefferson Elementary	CPM Educational Group	0	2
History-Social Science	k-2	Reflection's: Child's view	Yes	SFUSD		0	1
History-Social Science	k-2	<i>Reflections: People we know</i>	yes	SFUSD		0	1
History-Social Science	3	<i>Scott Foresman History – Social Science for California: Our Communities</i>	yes	Jefferson Elementary	Pearson Education/ Scott Foresman	0	1
History-Social Science	4	<i>Scott Foresman History – Social Science for California: Our California</i>	yes	Jefferson Elementary	Pearson Education/ Scott Foresman	0	1
History- Social Science	5	<i>Scott Foresman History – Social Science for California: Our Nation</i>	yes	Jefferson Elementary	Pearson Education/ Scott Foresman	0	5
History- Social Science	6	<i>History Alive! The Ancient World</i>	yes	Jefferson Elementary	Teachers' Curriculum Institute (2004)	0	3
History-Social Science	6-8	History Alive! The United States through Industrialism	Yes	Jefferson Elementary	Teachers' Curriculum Institute (2005)	2	3

Course Title	Grade	Instructional Materials/Textbooks (Series and Exact Textbook Title)	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Publisher/Year	Number of Students	Number of Textbooks
History-Social Science	6-8	History Alive! Medieval World and Beyond	Yes	Jefferson Elementary	Teacher Curriculum Institute (2005)	2	3
History-Social Science	7	Glencoe Discovering Our Past - Medieval and Early Modern Times(0-07870-266-6)	Yes	N/A	Glencoe/McGraw-Hill (2006)	2	2
History-Social Science	8	Glencoe Discovering Our Past (0-07877-922-7)	Yes	N/A	Glencoe/McGraw-Hill (2006)	0	1
History-Social Science	4-8	Big Book Atlas (0-328-04179-3)	Yes	N/A	Pearson Scott Foresman (2008)	2	2
SCIENCE	K	Macmillan Mc Graw Hill California Science	yes	Jefferson Elementary	Macmillan McGraw Hill	0	0
SCIENCE	1	Macmillan Mc Graw Hill California Science	yes	Jefferson Elementary	Macmillan McGraw Hill	0	1
SCIENCE	2	Macmillan Mc Graw Hill California Science	yes	Jefferson Elementary	Macmillan McGraw Hill	0	1
SCIENCE	3	Macmillan Mc Graw Hill California Science	yes	Jefferson Elementary	Macmillan McGraw Hill	0	0
SCIENCE	4	Macmillan Mc Graw Hill California Science	yes	Jefferson Elementary	Macmillan McGraw Hill	0	1
SCIENCE	5	Macmillan Mc Graw Hill California Science	yes	Jefferson Elementary	Macmillan McGraw Hill	0	1
SCIENCE	6	Macmillan Mc Graw Hill California Science	yes	Jefferson Elementary	Macmillan McGraw Hill	0	1
SCIENCE	6-8	Science Explorer: Weather and Climate-Teachers Edition	Yes		Prentice Hall (2002)	2	2

Course Title	Grade	Instructional Materials/Textbooks (Series and Exact Textbook Title)	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Publisher/Year	Number of Students	Number of Textbooks
English 1-2	9	Composition and Grammar 9- Steps in the Writing Process 1984, Brave New World, Lord of the Flies		Jefferson Union High	Laidlaw (1985)	2	2
English 3-4	10	Composition and Grammar 10 - Steps in the Writing Process Hamlet, Haroun and the Sea of Stories, Julius Caesar		Jefferson Union High	Laidlaw (1985)	1	2
English 5-6	11	Composition and Grammar 11 - Steps in the Writing		Jefferson Union High	Laidlaw(1985)	0	1

Course Title	Grade	Instructional Materials/Textbooks (Series and Exact Textbook Title)	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Publisher/Year	Number of Students	Number of Textbooks
		<i>Process</i> <i>Catcher in the Rye,</i> <i>Adventures of Huckleberry Finn,</i> <i>Death of a Salesman</i>					
English 7-8	12	<i>Northstar: Focus on Reading and Writing, Intermediate</i> (ISBN: 0201755718)		Jefferson Union High	Laidlaw(2003)	1	1
Algebra I	9-12	Heath Algebra 1: An Integrated Approach		Jefferson Union High	Heath(1998)	3	6
Geometry	9-12	Geometry: Concepts and Skills		Jefferson Union High	McDougal Littell (2003)	3	3
Integrated Algebra	10-12	Integrated Mathematics: Book 2		Jefferson Union High	Houghton Mifflin (1998)	1	4
Algebra II	10-12	Algebra 2		Jefferson Union High	Glencoe 2005	1	4
Chemistry	10-12	Chemistry		Jefferson Union High	Prentice Hall 2002	1	4
Biology I	9-12	Prentice Hall Biology, California Edition		Jefferson Union High	Prentice Hall 2007	3	6
Earth Science	9-11	Earth Science: California Edition		Jefferson Union High	Prentice Hall 2007	2	5
World History, Culture, & Geography	10	World History: Connections to Today: The modern World		Jefferson Union High	Prentice Hall 2003	1	2
United States History	11	The American Vision Modern Times California Edition		Jefferson Union High	Glencoe 2006	0	1
American Government (one semester)	12	McGruder's American Government, CA. Ed.		Jefferson Union High	Prentice Hall 2006	1	2
Economics (one semester)	12	Economics: Principles in Action		Jefferson Union High	Prentice Hall 2003	1	1
Health (one semester)	9	Glencoe Health: A Guide to Wellness		Jefferson Union High	Glencoe	2	2
Foreign Language	9-12	Avancemos! Level 1 (ISBN: 9780618594061)		San Francisco Unified School District	McDougal Littell	3	3

Course Title	Grade	Instructional Materials/Textbooks (Series and Exact Textbook Title)	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Publisher/Year	Number of Students	Number of Textbooks
		Avancemos Level 2 (ISBN: 9780618687251)		San Francisco Unified School District	McDougal Littell	3	3

VIII. School Finances

Expenditures per Pupil (Fiscal Year 2010-11)

Total Dollars	Dollars per student	Average Teacher Salary
\$ 2,122,960	\$ 44,091	\$52,076

Types of Services Provided

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

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

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

Related services provided at 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.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	Spectrum Schools Amount	State Average (ADA <1,500)
Beginning Teacher Salary	\$37,087	\$38,592
Mid-Range Teacher Salary	\$51,580	\$55,764
Highest Teacher Salary	\$71,034	\$72,219
Average Director Salary	\$81,212	\$90,207
Superintendent Salary	\$105,003	\$116,768

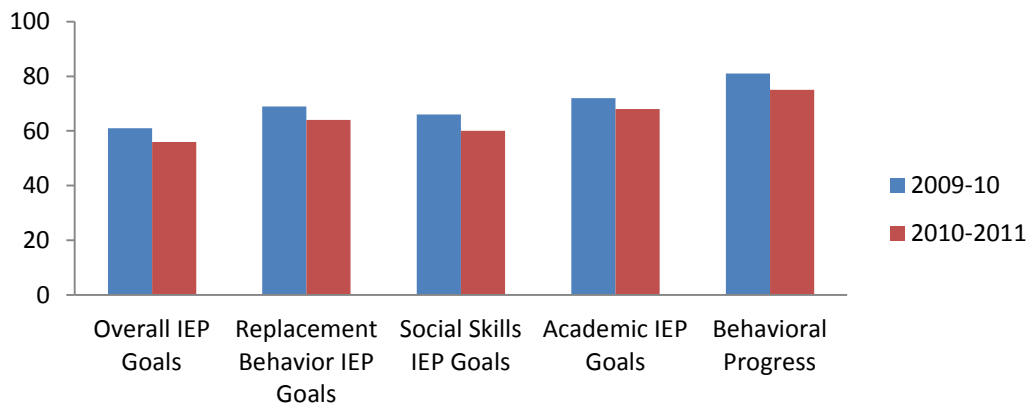
IX. Student Performance

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

Daly City Campus - 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.

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.

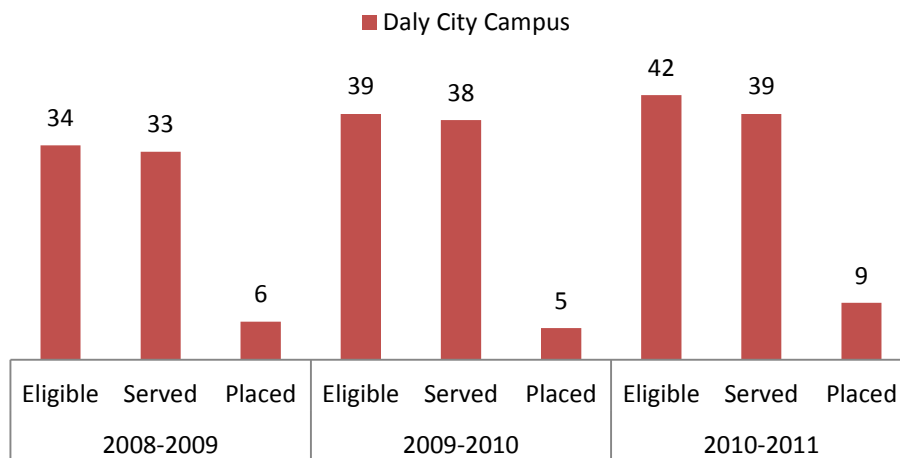
Spectrum's WAI program goal is to provide students with the skills necessary to maximize the level of independence and productivity in their lives, assisting them into a quality adult life.

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 1 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

Spectrum Center Schools provide continual training as well as dedicated staff training days. The Spectrum, Daly City site had two full days of teacher specific training before the students start in the fall. In addition, all staff are required to attend three days of training before the students start in September, one additional day of training in the Fall, and one additional day of training in the Spring.

Teacher Training

Sample Teacher Trainings:

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

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