

# School Accountability Report Card Reported for School Year 2010-11

*Published During 2011-12*



## **SPECTRUM CENTER – GOLDEN GATE CAMPUS**

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## **I. Data and Access**

Spectrum Center Schools SARC reports are available on our web site at: [spectrumschools.com](http://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.

Spectrum Center Golden Gate offers a nonpublic program for students with moderate to severe disabilities. Student's referred to this site range in age from 11 to 21; the site serves middle, high and transitional level students. There are many opportunities for students to access the community at this site. Focus is on teaching functional academics, vocational skill and alternative responses to behavioral challenges.

Disabilities include but are not limited to: Autism, cognitively impaired, multiple impairments, emotional disturbance and other health impairment. The program is individualized for every student in terms of the education and behavioral components, which we develop with collaboration with the student's IEP team.

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  
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 student and is provided to both the parent and LEA quarterly per the IEP and master contract.

Spectrum Center Schools monitor progress on targeted campus goals quarterly. An Internal Accountability Review is conducted annually.

**Mission Statement:**

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

**Opportunities for Parental Involvement**

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

In addition, Spectrum Center Golden Gate offers several opportunities for parental involvement. We communicate with parents weekly and daily through communication notebooks and phone calls, as well as an annual open house every October and potluck suppers that occur at least two times each calendar year. These events give parents/care-providers the opportunity to see what their children are learning and how much they are working on building their social skills. Parents/care-providers also have the opportunity to meet other parents/care-providers, which can help with finding out resources for their children and themselves.

Teachers make regular 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.

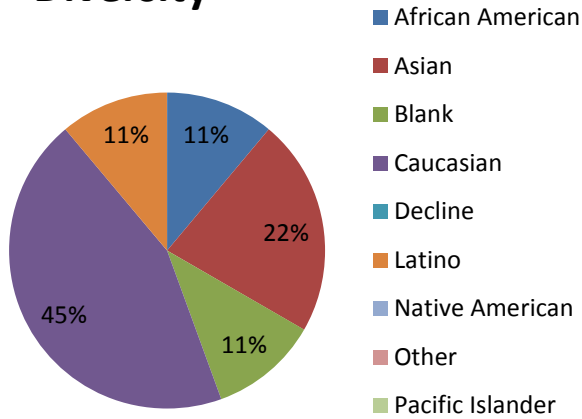
**Student Enrollment by Grade Level (School Year 2010-11)**

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

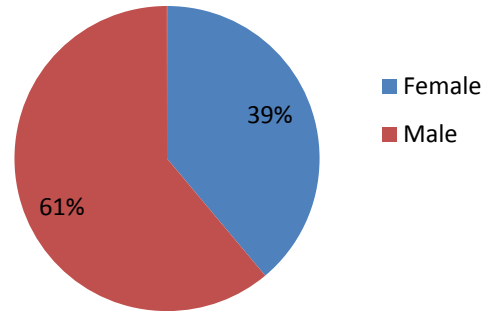
Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	n/a	Grade 8	0
Grade 1	n/a	Ungraded Middle	2
Grade 2	n/a	Grade 9	0
Grade 3	n/a	Grade 10	0
Grade 4	n/a	Grade 11	0
Grade 5	n/a	Grade 12	0
Ungraded Elementary	n/a	Ungraded HS	9
Grade 6	0	Post-Secondary	8
Grade 7	0	Total Enrollment	17

## Student Enrollment by Group

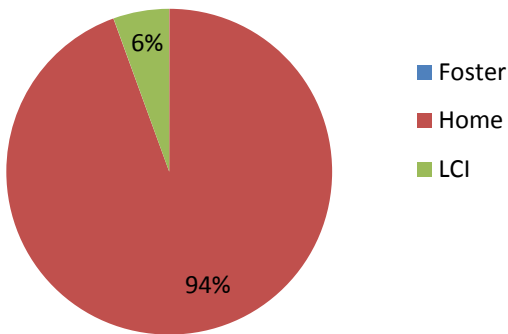
### Diversity



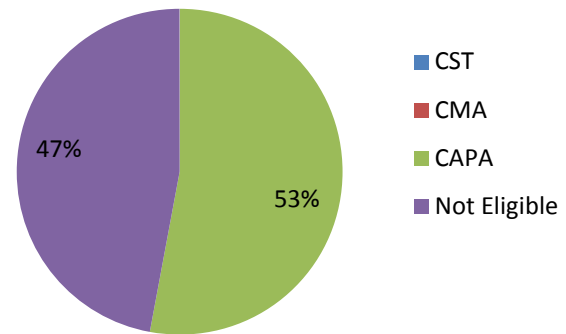
### Gender



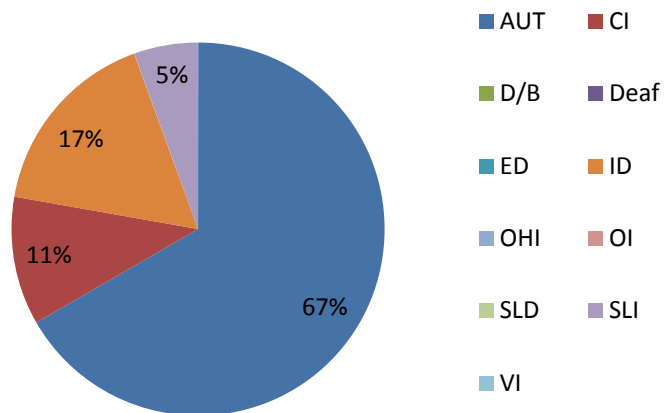
### Residence



### STAR



### Disability Eligibility



## Average Class Size

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 Golden Gate Campus served an average of 18 students in 2 classrooms.

## III. School Climate

### School Safety Plan (School Year 2010-11)

All staff receive required trainings including, but not limited to: 1<sup>st</sup> 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 conducts morning sweeps to insure the campus is secure and free from dangerous debris.

Emergency preparedness includes monthly fire drills, earthquake drills, OSHA building checks, an annual fire inspection and an annual disaster drill which may include 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	0	0	0
Expulsions	0	0	0

## IV. School Facilities

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

#### Age of School Buildings:

The Spectrum Center Golden Gate Campus is located on the corner of Gough and Page Streets in two buildings owned by San Francisco Unified School District.

#### Maintenance and Repair:

San Francisco Unified School District maintains the grounds and buildings; repairs are made by Spectrum Center maintenance staff.

#### Cleaning Process and Schedule:

Golden Gate contracts with a cleaning company for regular cleaning of the campus.

#### Modernizing or New School Construction Projects:

There is no current plan to modernize this site.

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

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

## V. Teachers

### Teacher Credentials

Teachers	School		
	2008-09	2009-10	2010-11
<b>Number of campus classrooms</b>	2	2	2
<b>Clear Level 2</b>	0	0	0
<b>Preliminary Level 1</b>	2	1	2
<b>UIP</b>	2	2	0
<b>PIP/STSP</b>	0	0	0
<b>Emergency Substitute (Classroom Aides)</b>	2	1	1

## VI. Support Staff

### Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School
Senior Clinician	.15
Curriculum & Instructional Specialist	.15
Education Coordinator	1
Clinical Specialist	0
Vocational Specialist	.15
Behavioral/Instructional Classroom Aides	5
MFT Counselor	0
Speech/Language/Hearing Specialist	0
Occupational Therapist	0
Adapted Physical Education	0
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	State Adopted K-8 Yes/No	District of Alignment (9-12 Only)	Publisher/Year	Number of Students	Number of Textbooks
English	6	<i>Reading and Literature Timeless Voices, Timeless Themes Copper</i>	N/A	SFUSD	Pearson Prentice Hall (2001)	0	1

Course Title	Grade	Instructional Materials/Textbooks	State Adopted K-8 Yes/No	District of Alignment (9-12 Only)	Publisher/Year	Number of Students	Number of Textbooks
Mathematics	6	California Mathematics: Concepts, Skills and Problem Solving.	N/A	SFUSD	Glencoe/McGraw Hill (2007)	0	1
Social Science	6	<i>History Alive: The Ancient World.</i>	N/A	SFUSD	<i>Teachers Curriculum Institute(2004)</i>	0	1
Science	6	<i>Science Explorer: Focus on Earth Science.</i>	N/A	SFUSD	Prentice Hall (2008)	0	1
English	7	<i>Reading and Literature Timeless Voices, Timeless Themes Bronze</i>	N/A	SFUSD	Pearson Prentice Hall (2001)	0	1
Social Science	7	<i>The Medieval World and Beyond</i>	N/A	SFUSD	<i>Teachers Curriculum Institute (2005)</i>	0	1
Mathematics	7	<i>California Mathematics: Concepts &amp; Skills Readiness</i>	N/A	SFUSD	Glencoe/McGraw Hill (2007)	0	1
Science	7	<i>Science Explorer: Focus on Life Science.</i>	N/A	SFUSD	Prentice Hall (2008)	0	1
English	8	<i>Reading and Literature Timeless Voices, Timeless Themes Silver</i>	N/A	SFUSD	Pearson Prentice Hall (2001)	0	1
Social Science	8	<i>History Alive: The United States Through Industrialism</i>	N/A	SFUSD	<i>Teachers Curriculum Institute (2005)</i>	0	1
Mathematics	8	<i>California Algebra Readiness: Concepts &amp; Skills</i>	N/A	SFUSD	Glencoe/McGraw Hill (2007)	0	1
Science	8	<i>Science Explorer: Focus on Physical Science.</i>	N/A	SFUSD	Prentice Hall (2008)	0	1
Health	6 <sup>th</sup> -8 <sup>th</sup>	Decisions for Health: Levels Green, Red, and Blue	N/A	SFUSD	Holt Reinhart Winston	0	1
Visual/Performing Arts	6th-8th	<i>District does not specify</i>	N/A	SFUSD	N/A	0	1
Fine Arts	6th-8th	District does not specify	N/A	SFUSD	N/A	0	1

Course Title	Grade	Instructional Materials/Textbooks	State Adopted K-8 Yes/No	District of Alignment (9-12 Only)	Publisher/Year	Number of Students	Number of Textbooks
Physical Education	6th-8th	<i>District does not specify</i>	N/A	SFUSD	N/A	0	1

Course Title	Grade	Instructional Materials/Textbooks	State Adopted K-8 Yes/No	District of Alignment (9-12 Only)	Publisher/Year	Number of Students	Number of Textbooks
English	9	<i>The Language of Literature</i>	N/A	SFUSD	McDougal Littell (2002),	0	1
Mathematics	9	Algebra Connections	N/A	SFUSD	CPM (2006)	0	1
Social Science	9	<i>The Cultural Landscape: An Introduction to Human Geography</i>	N/A	SFUSD	<i>Prentice Hall (1999)</i>	0	1
Science	9 <sup>th</sup> -12 <sup>th</sup>	<i>Biology</i>	N/A	SFUSD	<i>Pearson Education (2006)</i>	0	1
English	10	<i>The Language of Literature</i>	N/A	SFUSD	Prentice Hall (2001)	0	1
Social Science	10	<i>Human Geography: Culture, Society, and Space</i>	N/A	SFUSD	<i>John Wiley &amp; Sons Inc (1999)</i>	0	1
Mathematics	9-11	<i>Integrated Mathematics 1,2,3</i>	N/A	SFUSD	McDougal, Littell (1998)	0	3
Science	9 <sup>th</sup> -12 <sup>th</sup>	<i>Essentials of General Chemistry</i>	N/A	SFUSD	<i>Houghton Mifflin (2006)</i>	0	1
Foreign Language	10	<i>¡Avancemos level 1</i>	N/A	SFUSD	McDougal/Little(2007)	0	1
English	11	<i>Language of Literature: American Literature</i>	N/A	SFUSD	McDougal Little (2000)	0	1
Social Science	11	<i>American Government</i>	N/A	SFUSD	Houghton Mifflin(2006)	0	1
Mathematics	12	<i>California Geometry</i>	N/A	SFUSD	Pearson Prentice Hall (2007)	0	1
Science	9 <sup>th</sup> -12 <sup>th</sup>	<i>Earth Science: Geology, the</i>	N/A	SFUSD	<i>Glenco/McGraw-Hill (2001)</i>	0	1

Course Title	Grade	Instructional Materials/Textbooks	State Adopted K-8 Yes/No	District of Alignment (9-12 Only)	Publisher/Year	Number of Students	Number of Textbooks
		<i>Environment and the Universe.</i>					
Foreign Language	11	<i>¡Avancemos level 2</i>	N/A	SFUSD	McDougal/Little(2007)	0	1
English	12	<i>Literature: The Readers Choice British Literature</i>	N/A	SFUSD	Glenco/McGraw Hill (2000)	0	1
Social Science	12	A History of Western Society	N/A	SFUSD	Houghton/Mifflin (1999)	0	1
Mathematics	12	<i>California Geometry</i>	N/A	SFUSD	Pearson Prentice Hall (2007)	0	1
Foreign Language	12	<i>¡Avancemos level 3</i>	N/A	SFUSD	McDougal/Little(2007)	0	1
Visual/Performing Arts	9th-12th	<i>District does not specify</i>	N/A	SFUSD	N/A	0	1
Fine Arts	9th-12th	District does not specify	N/A	SFUSD	N/A	0	1
Physical Education	9th-12th	<i>District does not specify</i>	N/A	SFUSD	N/A	0	1

## VIII. School Finances

### Expenditures per Pupil (Fiscal Year 2010-11)

Total Dollars	Dollars per student	Average Teacher Salary
\$ 519,031	\$ 31,672	\$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 are provided by San Francisco Unified School District.

### 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

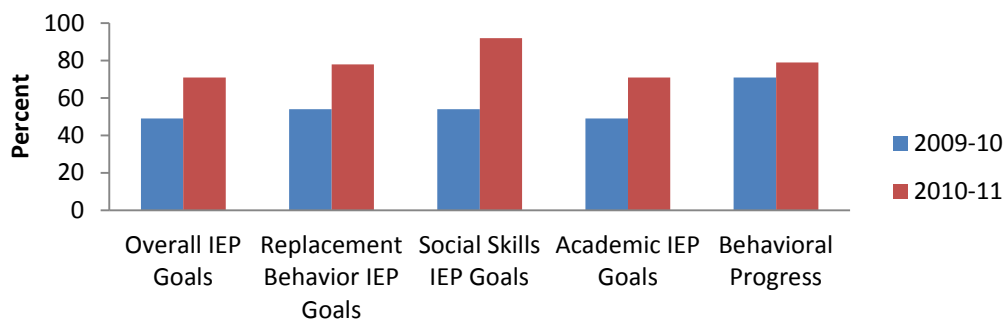
## IX. Student Performance

### 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

### San Francisco Classrooms - 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.

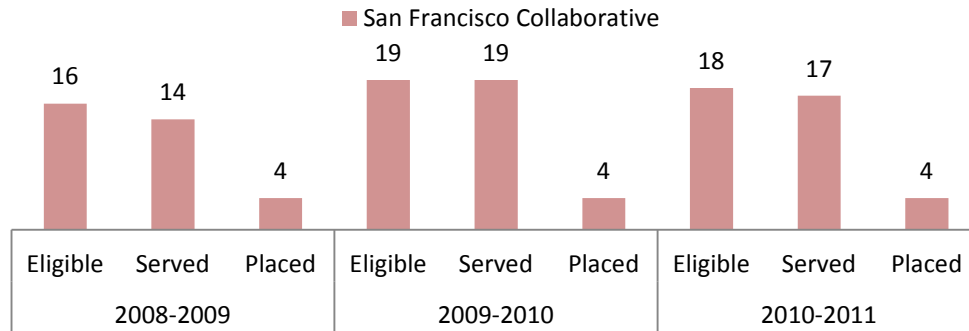
Spectrum's WAI program goal is to provide students with the skills necessary to maximize the level of independence and productivity in their lives, assisting them into a quality adult life.

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. Golden Gate teachers and staff participated in 1 training day prior to the first student day in the fall. Staff members receive ongoing training before and after school throughout the year. All staff received training in crises prevention as well as 1<sup>st</sup> Aide and CPR.

### 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