

# School Accountability Report Card Reported for School Year 2009-10

*Published During 2010-11*



## **SPECTRUM CENTER – Rossier Park Junior/Senior High School**

7100 Knott Avenue

Buena Park, CA 90620

Phone: 714-562-0441 Fax: 714-523-0281

Program Director: Maria Chappellelear Email: [mchappellelear@spectrumschools.com](mailto:mchappellelear@spectrumschools.com)

CDS Code: 30-66514-6926471

### **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. The Rossier Park School has been serving special needs students in Orange County since 1980. We are a California Department of Education certified nonpublic school program.

Rossier Park School is a California State-certified nonpublic, nonsectarian school serving the special education needs of students from Kindergarten through age 22 in Los Angeles and Orange counties. Rossier Park contracts with area public school districts to provide services through two distinct programs. We offer a small structured and supportive environment that encourages growth and development in each of our students. Our goal is to assist students in their return to public school and /or the successful integration into their communities. Rossier Park School is committed to educating exceptional students with an individualized academic, behavioral and therapeutic approach.

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**

Parent involvement is encouraged throughout the school year. There is a Back to School night in October and Open House/Science Fair in May which all parents are encouraged to attend. In addition 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. Parents should contact their child’s teacher or counselor to schedule a visit or for any information of how they can be involved.

### Student Enrollment by Grade Level (School Year 2009-10)

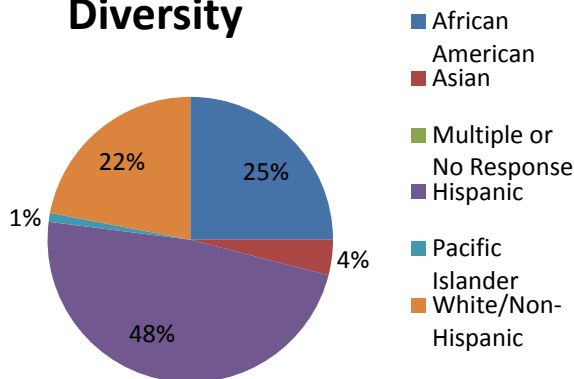
Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	24
Grade 1	0	Ungraded Elementary	
Grade 2	0	Grade 9	26
Grade 3	0	Grade 10	31
Grade 4	0	Grade 11	34
Grade 5	0	Grade 12	42
Grade 6	2	Ungraded Secondary	
Grade 7	6	<b>Total Enrollment</b>	165

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

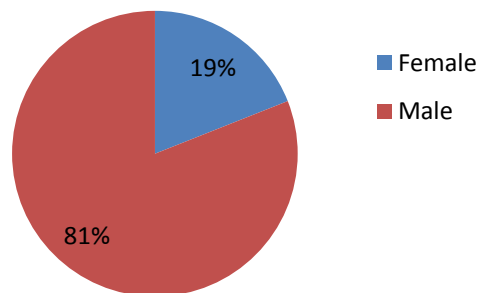
### Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	25%	White (not Hispanic)	22%
American Indian or Alaska Native		Multiple or No Response	
Asian	4%	Socioeconomically Disadvantaged	88%
Filipino		English Learners	10%
Hispanic or Latino	48%	Students with Disabilities	100%
Pacific Islander	1%	n/a	n/a

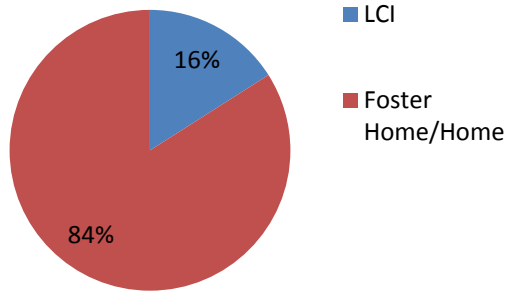
#### Diversity



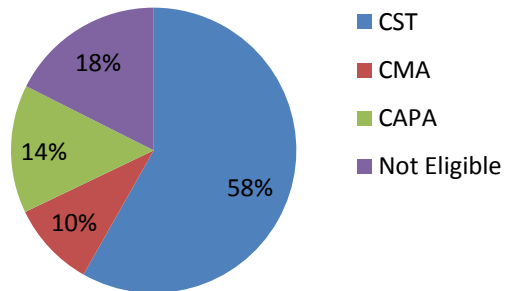
#### Gender



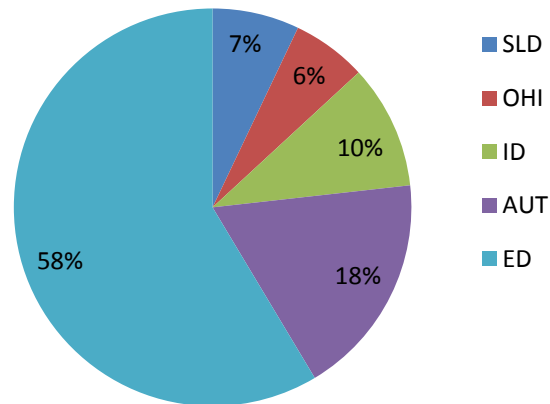
## Residence



## STAR



## Disability Eligibility



## Average Class Size

Our model is to provide small classroom sizes, due to this our classrooms can be anywhere from 10 to 12 students in a classroom. Students are in classrooms according to age, grade and academic levels.

## III. School Climate

### School Safety Plan (School Year 2009-10)

Fire drills are conducted monthly as well as earthquake drills. There is a school disaster preparedness plan and all drills are practiced on a regular basis. There is a Safety Committee comprised of an interdisciplinary team which meets monthly to insure the safety of the campus and decrease any potential risks. We conduct annual trainings on emergency preparedness, fire safety, universal precautions, and other methods to ensure a safe work environment. All staff receive trainings including, but not limited to First Aid/CPR, emergency preparedness, blood borne pathogens, universal precautions, safety in the workplace, abuse reporting and sexual harassment

## Suspensions and Expulsions

Rate	School		
	2007-08	2008-09	2009-10
<b>Suspensions</b>	9	8	7
<b>Expulsions</b>	0	0	0

## IV. School Facilities

### School Facility Conditions and Improvement Plan (School Year 2010-11)

#### Age of School Building

The Rossier Park School campus is a freestanding 2 story building situated on 1, 638 acre parcel. The building was constructed in 1982 with a one story office building constructed in 1978. The school area of the building has 15 classrooms, student store, multi-purpose room, maintenance rooms, counselor offices and administrative offices.

#### Maintenance and Repair

The Office Manager is responsible for all campus repairs and coordinates with the maintenance team to ensure repairs are completed. We recently completed improvements and replacement of the exterior wood siding, a wooden bridge over and interior fountain was replaced with a concrete bridge to ensure safety year after year. Administration and administration support do weekly safety checks to insure that the campus and classrooms are in good repair.

#### Cleaning Process and Schedule

Our campus employees two full time custodians to service our building and classrooms. Restrooms, classrooms and kitchen are cleaned and mopped on a daily basis.

**Modernizing or New School Construction Projects:** N/A

### School Facility Good Repair Status (School Year 2010-11)

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		
	2007-08	2008-09	2009-10
<i>Number of campus classrooms</i>	<b>15</b>	<b>15</b>	<b>15</b>
Clear Level 2	0	1	2
Preliminary Level 1	3	3	3
UIP/DIP	5	9	9
PIP/STSP	7	2	1
Emergency Substitute (Classroom Aides)	4	8	7

## VI. Support Staff

### Other Support Staff (School Year 2009-10)

Title	Number of FTE Assigned to School
Education Director	1
Program Administrator	1
Clinical Director	1
Vocational Director	1
Transportation Director/Assistants	3
Behavior Specialist Supervisor	1
Behavioral/Instructional Classroom Aides	39
Counselors	8
Speech/Language/Hearing Specialist	1
Adapted Physical Education	.6
Nurse	1

## VII. Curriculum and Instructional Materials

### Instructional Materials (School Year 2010-11)

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)	Publisher/Year	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Number of Students	Number of Textbooks
English	7	<i>Holt Handbook First Course</i>	Holt, Rinehart, and Winston/2005	Yes		3	6
English	7	<i>The Language of Literature</i>	McDougal Littell/2002	Yes		3	12
General Math	7	<i>Mathematics: Structure &amp; Method Course 2</i>	McDougal Littell/1992	Yes		3	11
World History	7	<i>Medieval to Early Modern Times</i>	Holt, Rinehart, and Winston/2006	Yes		5	5
Life Science	7	<i>Life Science</i>	Holt, Rinehart, and Winston/2001	Yes		3	12
English	8	<i>Holt Handbook Second Course</i>	Holt, Rinehart, and Winston/2003	Yes		23	27
English	8	<i>The Language of Literature</i>	McDougal Littell/2002	Yes		3	24
Algebra	8	<i>Algebra 1</i>	Pearson/2009	Yes		3	30
U.S. History	8	<i>United States History: Independence to 1914</i>	Holt, Rinehart, and Winston/2006	Yes		23	24
Physical Science	8	<i>Physical Science</i>	Holt, Rinehart, and Winston/2001	Yes		23	33
English 1	9	<i>Holt Handbook Third Course</i>	Holt, Rinehart, and Winston/2003		Fullerton Union High School District	22	26
English 1	9	<i>The Language of Literature</i>	McDougal Littell/2002		Fullerton Union High School District	0	26

Course Title	Grade	Instructional Materials/Textbooks (Series and Exact Textbook Title)	Publisher/Year	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Number of Students	Number of Textbooks
Health	9	<i>Discover Health</i>	Glencoe/2004		Fullerton Union High School District	26	26
Biology	9	<i>Biology: The Dynamics of Life</i>	Glencoe/2005		Fullerton Union High School District	23	28
Algebra 1	9	<i>Algebra 1</i>	Prentice Hall/2001		Fullerton Union High School District	23	52
English 2	10	<i>Holt Handbook Fourth Course</i>	Holt, Rinehart, and Winston/2003		Fullerton Union High School District	23	23
English 2	10	<i>The Language of Literature</i>	McDougal Littell/2002		Fullerton Union High School District	6	27
Geometry	10	<i>Geometry</i>	McDougal Littell/2001		Fullerton Union High School District	23	28
World Civilization	10	<i>World Cultures: A Global Mosaic</i>	Prentice Hall/2004		Fullerton Union High School District	11	28
World Civilization	10	<i>World History: Connections to Today</i>	Prentice Hall/2001		Fullerton Union High School District	12	12
World Geography	10	<i>World Geography and Cultures</i>	Prentice Hall/2008		Fullerton Union High School District	5	12
Algebra 1	10	<i>Algebra 1</i>	Prentice Hall/2001		Fullerton Union High School District	23	52
General Math	10	<i>Basic Math Skills</i>	Prentice Hall/2003		Fullerton Union High School District	7	12
Physical Science	10	<i>Physical Science</i>	Prentice Hall/1997		Fullerton Union High School District	21	40
English 3	11	<i>Holt Handbook Fifth Course</i>	Holt, Rinehart, and Winston/2003		Fullerton Union High School District	27	27
English 3	11	<i>The Language of Literature</i>	McDougal Littell/2002		Fullerton Union High School District	5	27
Physical Science	11	<i>Physical Science</i>	Glencoe/1997		Fullerton Union High School District	32	40
Life Science	11	<i>Life Science</i>	Glencoe/1999		Fullerton Union High School District	19	30
American History	11	<i>America: Pathways to the Present</i>	Prentice Hall/2000		Fullerton Union High School District	24	37
Algebra 1	11	<i>Algebra 1</i>	Prentice Hall/2001		Fullerton Union High School District	7	52

Course Title	Grade	Instructional Materials/Textbooks (Series and Exact Textbook Title)	Publisher/Year	State Adopted K-8 Yes/No	District(s) of Alignment (Grades 9 - 12 Only)	Number of Students	Number of Textbooks
Geometry	11	<i>Geometry</i>	McDougal Littell/2001		Fullerton Union High School District	25	28
General Math	11	<i>Basic Math Skills</i>	AGS/2003		Fullerton Union High School District	1	12
Consumer Math	11	<i>Consumer Mathematics</i>	AGS/2003		Fullerton Union High School District	9	12
Biology	11	<i>Biology: The Dynamics of Life</i>	Glencoe/2005		Fullerton Union High School District	14	28
Chemistry	11	<i>Introductory to Chemistry</i>	Houghton Mifflin/2004		Fullerton Union High School District	12	12
Spanish	11	<i>Spanish Realidades Level I</i>	Prentice Hall/2008		Fullerton Union High School District	12	12
English 4	12	<i>Holt Handbook Sixth Course</i>	Holt, Rinehart, and Winston/2003		Fullerton Union High School District	10	24
English 4	12	<i>Literature &amp; Language Arts</i>	Holt, Rinehart, and Winston/2003		Fullerton Union High School District	13	24
American Government	12	<i>American Government</i>	Prentice Hall/2005		Fullerton Union High School District	20	24
Economics	12	<i>Economics</i>	Prentice Hall/2005		Fullerton Union High School District	3	24
Geometry	12	<i>Geometry</i>	McDougal Littell/2001		Fullerton Union High School District	25	28
General Math	12	<i>Basic Math Skills</i>	AGS/2003		Fullerton Union High School District	4	12
Business Math	12	<i>Consumer Mathematics</i>	AGS/2003		Fullerton Union High School District	12	12
Biology	12	<i>Biology: The Dynamics of Life</i>	Glencoe/2005		Fullerton Union High School District	21	28
Chemistry	12	<i>Introductory to Chemistry</i>	Houghton Mifflin/2004		Fullerton Union High School District	12	12
Spanish	12	<i>Spanish Realidades Level I</i>	Prentice Hall/2008		Fullerton Union High School District	12	12
World History	12	<i>World History: Connections to Today</i>	Prentice Hall/2001		Fullerton Union High School District	12	12

## VIII. School Finances

### Expenditures per Pupil (Fiscal Year 2009-10)

Total Dollars	Dollars per student	Average Teacher Salary
\$5,747,792	\$43,007	\$48,481

### Types of Services Provided

Rossier Park Junior/Senior High School works cooperatively with local school districts to develop a customized curriculum for each student based on the student's Individual Education Program (IEP), school district requirements, abilities, and goals. The Spectrum Center Schools meet state education standards and district graduation/completion requirements.

Rossier Park Junior/Senior High School serves 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 vocational skills in a low student to instructor ratio.

Related services provided at by Spectrum Center per the student Individual Education Program includes Transportation, Counseling, Speech and Language Services, Adapted Physical Education, and one on one aide services.

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

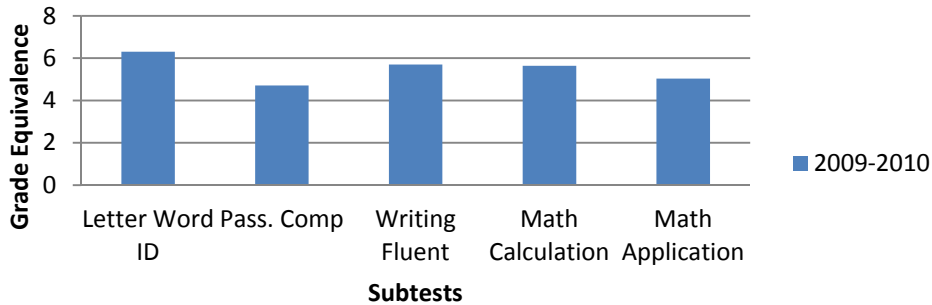
Category	Spectrum Schools Amount	State Average (ADA <1,500)
Beginning Teacher Salary	\$30,826	\$38,592
Mid-Range Teacher Salary	\$49,697	\$55,764
Highest Teacher Salary	\$71,864	\$72,219
Average Principal Salary	\$85,672	\$90,207
Superintendent Salary	\$95,228	\$116,768
Percent of Budget for Teacher Salaries		6.47%
Percent of Budget for Administrative Salaries		34.83%

## IX. Student Performance

### Standardized Testing and Reporting

STAR 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.

## Rossier Park School - Woodcock Johnson III Results

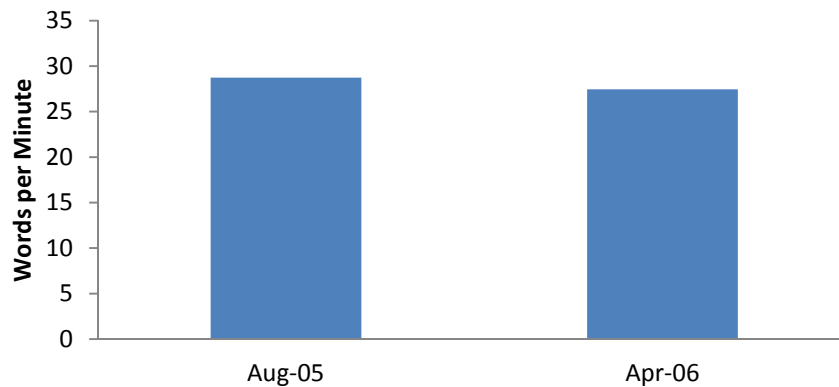


The above graph represents the grade equivalence scores for the five subsets of the Woodcock Johnson III (WJIII) tests. These data represent the scores for all of the students who took the WJ III during the 2009-2010 school year.

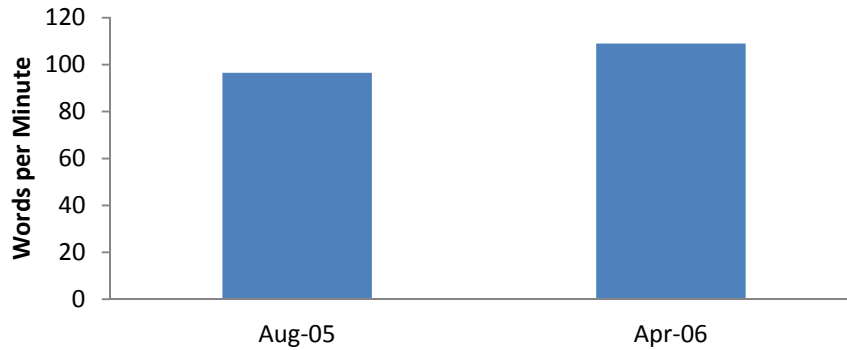
Rossier Park School evaluates the level of progress in students' reading skills through the Basic Reading Inventory (BRI) at the beginning of the school year and again at the end of the school year. Sixty-nine students completed the comprehension section of the BRI in Fall of 2009 and again in the Spring of 2010. The average level of progress was a .2 increase in grade equivalence. Thirty-five students participated in the word recognition section of the BRI in the Fall of 2009 and again in the Spring of 2010. The average level of progress was a .44 increase in grade equivalence.

Rossier Park School utilizes the Direct Instruction Corrective Reading Decoding program as an intervention program for students who are reading below grade level. The below graphs represents the words per minute read for those students who participated in this program in the A, B1, and B2 Groups for the entire academic year of 2009-2010.

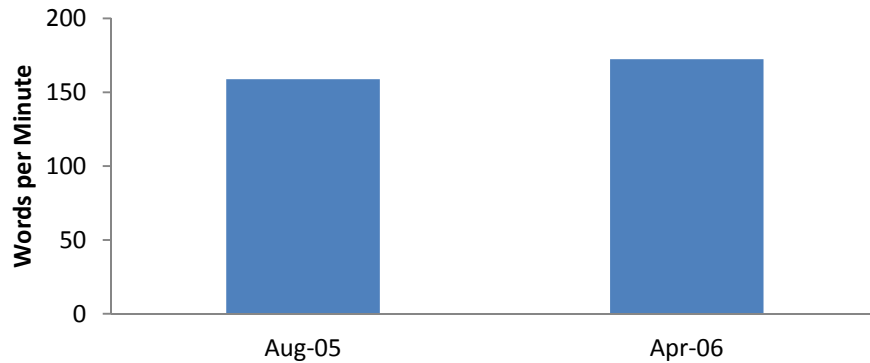
### Rossier Park School - Direct Instruction Corrective Reading Decoding A Group



### Rossier Park School - Direct Instruction Corrective Reading Decoding B1 Group

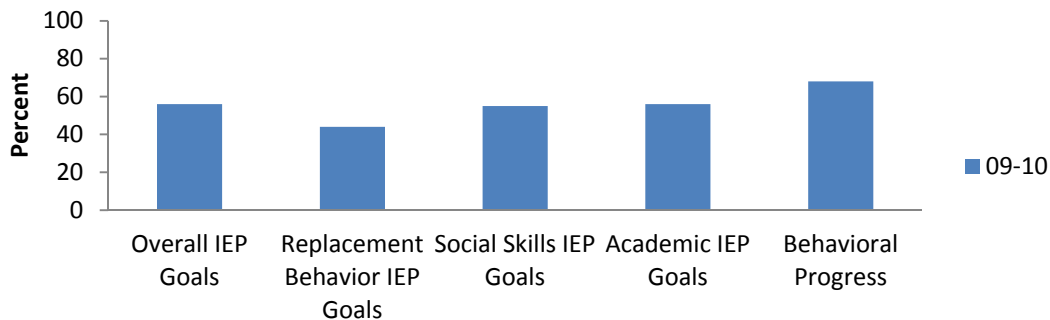


### Rossier Park School - Direct Instruction Corrective Reading Decoding B2 Group



### Other Student Outcome Data

### Rossier Park School - IEP and Behavior Progress



The IEP goal data indicate the percent of goals that 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.

### **Academic Performance Index (API)**

The API is not applicable to Non Public Schools.

## **XI. Postsecondary Preparation**

### **WorkAbility I**

Rossier Park School 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. WorkAbility I Program provides resources for transition services with a focus on comprehensive pre-employment, work site training, and employment along with follow-up services for youth in special education.

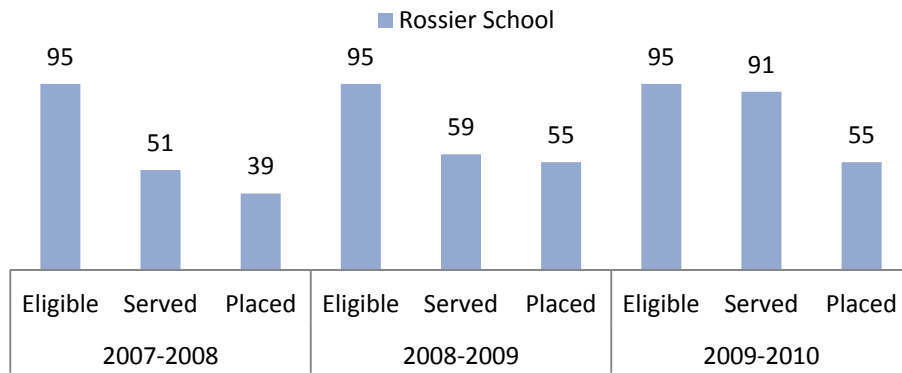
The Rossier Park School WAI program goal is to provide students with the skills necessary so that they can live and work as independently as possible regardless of whether students will later be served in adult programs, placed in supported employment or enter competitive employment, maximizing the level of independence and productivity in their lives and preparing them for the future.

The State WAI model requires service delivery, data collection, and reporting in line with WAI's Array of Services, e.g. career awareness and exploration, career counseling, vocational assessments, pre-employment activities, work training and follow-up services. Rossier Park School's WAI Program strives to include as many elements of these services as "best practices", based on individual student's skills, abilities, and interests.

Our WAI program offers pre-vocational / vocational training, and pre-employment and career planning services for students 15-22 and as stated in each student's Individual Education Plans (IEP). As mandated in the IDEA 2004, by the age of 16, transition planning and services will be addressed simultaneously with the development of the student's annual IEP goals. The Individual Transition Plan is based on age-appropriate transition assessments. Measurable post-school goals are developed based on students' post-secondary goals, interests and preferences, and may include paid work training and employment services.

Our WorkAbility I services include integration of SCANS skills through contextual learning, career and vocational assessments, career counseling and guidance, career awareness and exploration activities, portfolio development, vocational training and employment. 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

All the Rossier Park staff receive academic and behavioral training and in-services for 4 days in September before the school year starts and 2-3 staff training days during the school year. Teachers are required to continue their education and training per 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 Pro-Act.