

# School Accountability Report Card Reported for School Year 2012-13

Published During 2013-14



## SPECTRUM CENTER – Rossier Park Elementary School

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

##### The Students

Rossier Elementary School serves students grades K-8 with challenging educational and behavioral needs for which public schools, and frequently, other non-public schools, have no appropriate program. Students have a wide array of disabilities including but not limited to: Emotionally Disturbed, Specific Learning Disability, Other Health Impairment, Speech and Language Impairment, Autism, and Intellectually Disabled. The spectrum of students served ranges from the intelligent student at or above grade level to the developmentally disabled student, but who may be highly aggressive with psychiatric disorders.

##### The Program

Our mission is to create a learning environment in which students have the opportunity to experience success and build self-esteem. The Rossier program is based on an integrated approach of individualized academics, a strong positive behavioral approach and an emphasis on counseling. Our campus has 7 classrooms, serving a maximum of 108 students with a teacher/ staff ratio of 1:4. The academics are based on California State Standards and State approved Core Curriculum. Academics are modified, and or supplemented with approve intervention curriculum, to accommodate individual student needs.

The Rossier program is based on a positive behavior modification system. When the overall behavioral modification system is insufficient a positive behavior intervention plan may be implemented. This will focus on:

- What purpose a behavior serves
- The context of the behavior including what, where and with whom the behavior occurs
- How to teach appropriate replacement behaviors

Programs include:

- Point and level system
- Transitioning students back to public school –
- Daily communication with home through point card summary and frequent phone contact
- Teaching self-control/problem-solving/social skills strategies
- Responding to misbehavior in a safe and respectful manner
- Strategies for improving student learning skills and outcomes
- Meeting State Standards
- Academic and functional curriculum that meets the district of residence criteria, IEP goals and student needs.
- Extra Curricular Activities per the student's IEP
- Transportation service for families to attend intakes, IEPs, and other meetings, as needed
- Additional Staff designated to assist with behavioral crisis situations

### **The Services**

In addition to a comprehensive academic, functional and behavioral school program, Rossier Elementary offers direct services in:

- Adaptive PE
- Speech Therapy
- Transportation
- Counseling
- One to One Staffing (if needed)

### **Ongoing Progress Monitoring**

- Curriculum Based Measurements
- Content based Assessments
- Standardized Assessments

Data is collected on academic achievement and on each Individualized Educational Plan (IEP) goal weekly. The data is reviewed monthly to assess the student's progress. Lesson plans are revised as needed to assure student learning. A progress report and 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**

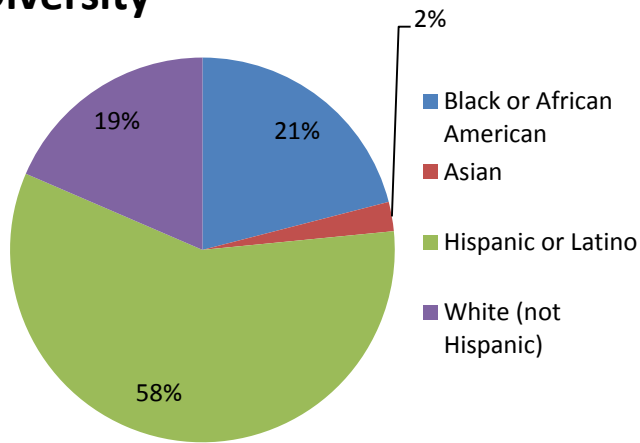
Parents are involved in the student enrollment process, parent/teacher conferences, IEP development and approval.

These are opportunities for parents to either attend a school event such as special assemblies or an after-school event such as Back to School Night, Open House. 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. Teachers make frequent phone calls to parents to touch base and share how the child's week went as well as ask for parent input.

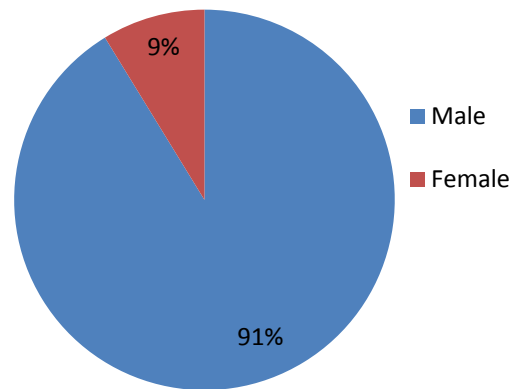
## Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 5	16
Grade 1	1	Grade 6	14
Grade 2	6	Grade 7	9
Grade 3	10	Grade 8	7
Grade 4	17	Grade 5	16
		<b>Total Enrollment</b>	<b>80</b>

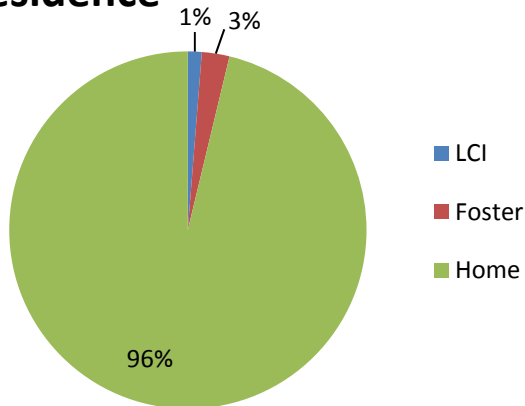
### Diversity



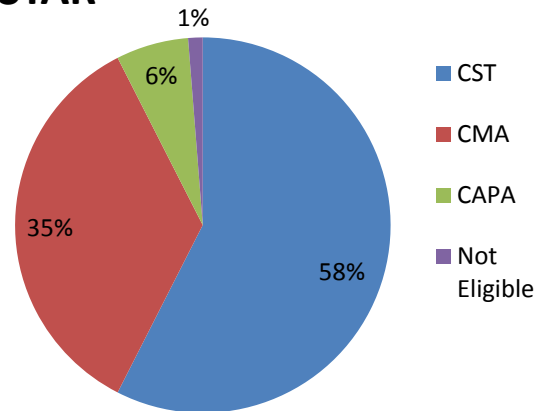
### Gender



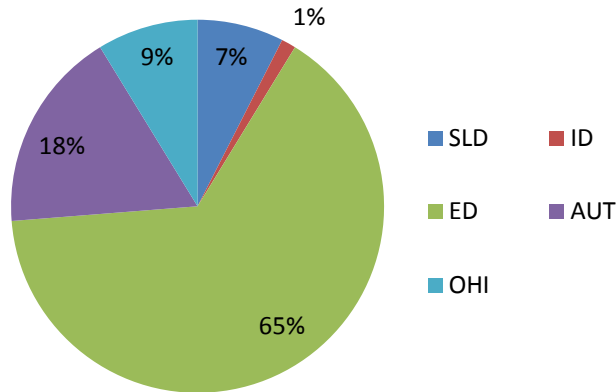
### Residence



### STAR



## Disability Eligibility



### Average Class Size

Our model is to provide small classroom sizes, due to this our classrooms can be anywhere from 8 to 12 students in a classroom. Students are in classrooms according to grade and social needs. In the 2012-2013 school year, Rossier Park Elementary served an average of 81 students in 7 classrooms.

## III. School Climate

### School Safety Plan (School Year 2013-14)

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 has a safety team which meets monthly. The safety team is responsible for monitoring monthly classroom safety and risk abatement checklist, maintaining adequate first aid and blood borne pathogen supplies and reviewing safety incidents as needed. Morning sweeps of the grounds are conducted to 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		
	2010-11	2011-12	2012-13
<b>Suspensions</b>	0	1	0
<b>Expulsions</b>	0	0	0

## IV. School Facilities

### School Facility Conditions and Improvement Plan (School Year 2013-14)

#### Age of School Buildings:

The Spectrum Center Rossier Elementary School is located in the Community of Christ Church building which was built in 1985. The school relocated to this site in 2001. The school area of the building has 9 classrooms, a computer lab/library room, a multi-purpose room for lunch, assemblies and indoor activities and administrative offices.

#### Maintenance and Repair:

The School Director is responsible for all campus repairs and coordinates with the Maintenance Specialist to ensure repairs are completed. The head of the safety team coordinates with the Executive Director 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 has two Custodians in order to ensure that all classrooms, offices, cafeteria, gym and restrooms are cleaned on a daily basis.

Modernizing or New School Construction Projects: N/A

### School Facility Good Repair Status (School Year 2013-14)

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		
	2010-11	2011-12	2012-13
<i>Number of campus classrooms</i>	<b>8</b>	<b>8</b>	<b>7</b>
Clear Level 2	3	2	4
Preliminary Level 1	4	6	3
UIP	2	0	0
PIP/STSP	0	0	0
Emergency Substitute (Classroom Aides)	1	1	1

## VI. Support Staff

### Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School
Clinical Director	1
Curriculum and Instruction Specialist	1
Transportation Support	2
Behavioral/Instructional Classroom Aides	15
Therapists	4
Speech/Language/Hearing Specialist	.85
Adapted Physical Education	.33

## VII. Curriculum and Instructional Materials

### Instructional Materials (School Year 2013-14)

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

## SECTION B. GRADES K-8

### CORE SUBJECT ABBREVIATIONS

English Language Arts (ELA)    Math (MAT)    Social Science (SS)    Science (SCI)

(NOTE: The "print area" is preset for two pages. Adjust as necessary to add or reduce the number of pages to be printed)

Grade Level	Core Subject Abbrev.	Current Textbooks and Instructional Materials (Use Exact Titles)	Publisher and Year of Publication	State Adopted? (K-8) Yes or No	For CDE USE ONLY
K	ELA	Houghton Mifflin Reading Level K	Houghton Mifflin 2003	Y	
1	ELA	Houghton Mifflin Reading Level 1	Houghton Mifflin 2003	Y	
2	ELA	Houghton Mifflin Reading Level 2	Houghton Mifflin 2003	Y	
3	ELA	Houghton Mifflin Reading Level 3	Houghton Mifflin 2003	Y	
4	ELA	Houghton Mifflin Reading Level 4	Houghton Mifflin 2003	Y	
5	ELA	Houghton Mifflin Reading Level 5	Houghton Mifflin 2003	Y	
6	ELA	Houghton Mifflin Level 6; timeless Voices/Themes - Copper	Houghton Mifflin 2003; Printice Hall 2002	Y	
7	ELA	Houghton Mifflin Timeless voices, Timeless Themes - Bronze	Printice Hall 2002	Y	
8	ELA	The Language of Literature	McDougal Littell	Y	
8	ELA	Holt Handbook Second Course	Holt, Rinehart and Winston 2003	Y	
K	MAT	Houghton Mifflin Mathematics Level K	Houghton Mifflin 2003	Y	
1	MAT	Houghton Mifflin Mathematics Level 1	Houghton Mifflin 2003	Y	
2	MAT	Houghton Mifflin Mathematics Level 2	Hoghton Mifflin 2003	Y	
3	MAT	Houghton Mifflin Mathematics Level 3	Houghton Mifflin 2003	Y	
4	MAT	Houghton Mifflin Mathematics Level 4	Houghton Mifflin 2003	Y	
5	MAT	Houghton Mifflin Mathematics Level 5	Houghton Mifflin 2003	Y	
6	MAT	Harcourt Level 6	Harcourt 2007	Y	
7	MAT	Pre-Algebra	Prentice Hall 2007	Y	
8	MAT	Algebra 1	Pearson 2009	Y	
K	SCI	Harcourt Science Level K	Harcourt 2000	Y	
1	SCI	Harcourt Science Level 1	Harcourt 2000	Y	
2	SCI	Harcourt Science Level 2	Harcourt 2000	Y	

3	SCI	Harcourt Science Level 3	Harcourt 2000	Y	
4	SCI	Harcourt Science Level 4	Harcourt 2000	Y	
5	SCI	Harcourt Science Level 5	Harcourt 2000	Y	
6	SCI	Focus on Earth Science	Prentice Hall 2006	Y	
7	SCI	Focus on Life Science	Prentice Hall 2006	Y	
8	SCI	Physical Science	Holdt, Rinehart and Winston 2001	Y	
K	SS	Adventures in Time and Space - My World	Houghton Mifflin 2007	Y	
1	SS	California Vistas - Family and Friends	MacMillan/McGraw Hill 2007	Y	
2	SS	People We Know	Harcourt 2007	Y	
3	SS	California Vistas - California Communities	MacMillan/McGraw Hill 2007	Y	
4	SS	California Vistas - Our Golden State	MacMillan/McGraw Hill 2007	Y	
5	SS	California Vistas - Making a New Nation	MacMillan/McGraw Hill 2007	Y	
6	SS	Discovering Our Past - Ancient Civilizations - CA Series	Glencoe 2006	Y	
7	SS	Discovering Our Past -Midievl and Early Modern Times	Glencoe 2006	Y	
8	SS	United States History - Independence to 1914	Holt, Rinehart and Winston 2001	Y	

## VIII. School Finances

### Expenditures per Pupil (Fiscal Year 2012-13)

Total Dollars	Dollars per student	Average Teacher Salary
\$2,805,209	\$42,503	\$52,429

### 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, specific learning 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. Each campus to adapt this list for their site

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	Spectrum Schools Amount	State Average (ADA <1,500)
Beginning Teacher Salary	\$38,140	\$40,329
Mid-Range Teacher Salary	\$52,149	\$59,804
Highest Teacher Salary	\$66,998	\$79,279
Average Director Salary	\$78,680	\$91,712

## 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 from the school district.

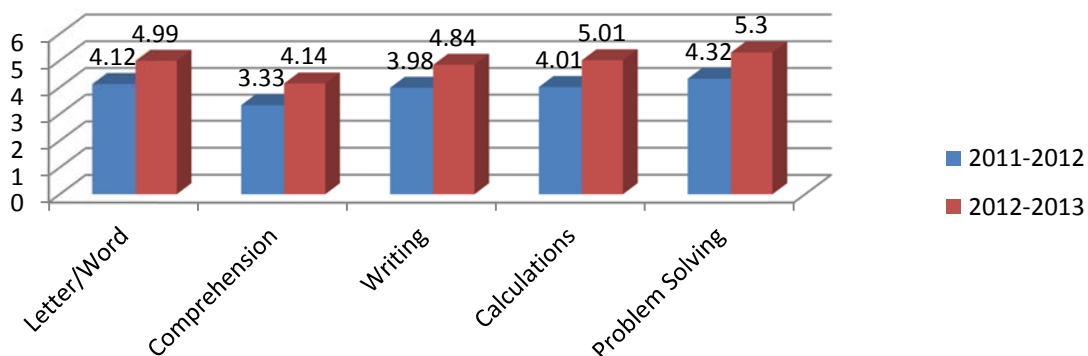
#### Rossier Elementary Academic Results

Rossier Elementary academic results include the Woodcock Johnson III, Basic Reading Inventory, Pearson Assessments, and Curriculum Based Measures (including the math easy CBM). Only individuals with two scores to show growth were included in the results.

#### Woodcock Johnson III (WJIII)

WJIII scores were available for 43 students from the 2011-2012 and 2012-2013 school years. Otherwise all students had scores for all other subjects. On average, the students showed improvement on all five subjects included in the WJIII. Average scores can be seen in the table and graph below.

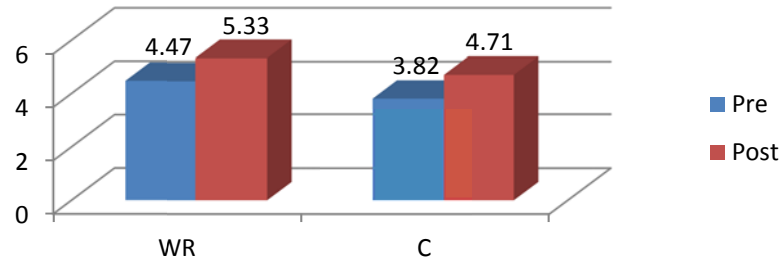
	Letter/Word Identification	Passage Comprehension	Writing Fluency	Math Calculations	Math Applied Problem Solving
2011-2012	4.12	3.33	3.98	4.01	4.32
2012-2013	4.99	4.14	4.84	5.01	5.30



### Basic Reading Inventory (BRI)

BRI scores were available for 30 students. Two students were missing C scores, while all 30 students had WR scores from the beginning and end of the school year. On average, the students displayed growth in their WR and C scores during the school year. Average scores can be seen in the table and graph below.

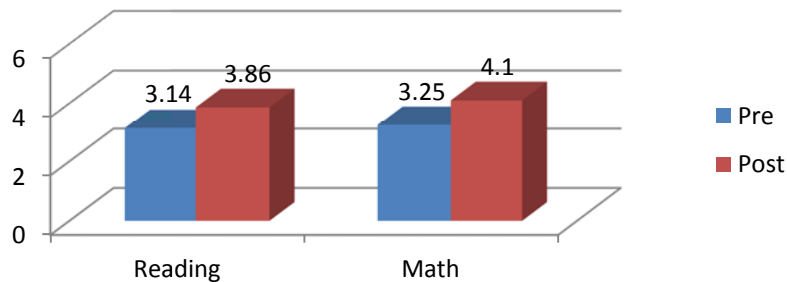
	WR	C
<b>Beginning of the Year</b>	4.47	3.82
<b>End of the Year</b>	5.33	4.71



### Pearson Reading and Math Assessments

Pearson assessment scores were available for 53 students from the beginning and end of the school year. On average, the students showed more than half a grade level of improvement in both reading and math. Average scores can be seen in the table and graph below.

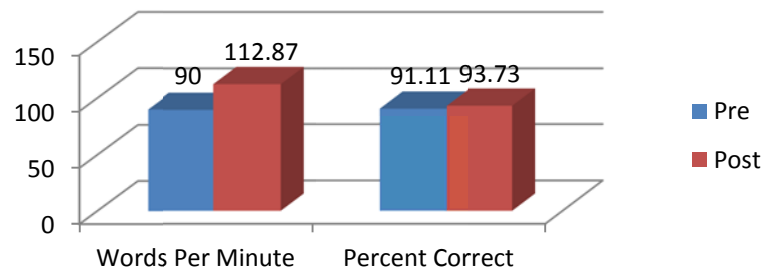
	Reading	Math
<b>Beginning of the Year</b>	3.14	3.25
<b>End of the Year</b>	3.86	4.10



### Curriculum Based Measures (CBM): Reading Fluency

Reading fluency scores were available for 62 students from the beginning and end of the school year. All students had scores for both words read per minute and percent correct. On average, these students improved their reading speed while also improving their accuracy. Average scores can be seen in the table and graph below.

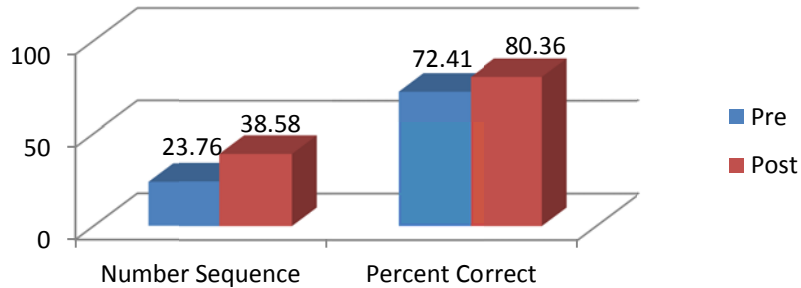
	Words Per Minute	Percent Correct
<b>Beginning of the Year</b>	90.00	91.11%
<b>End of the Year</b>	112.87	93.73%



### Curriculum Based Measures (CBM): Writing Fluency

Writing fluency scores were available for 66 students from the beginning and end of the school year. All students had scores for both number sequence and percent correct. On average, these students improved their writing number sequence while also improving their accuracy. Average scores can be seen in the table and graph below.

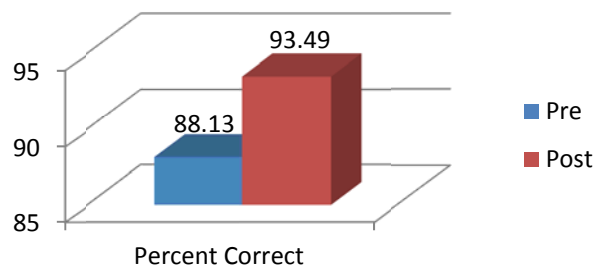
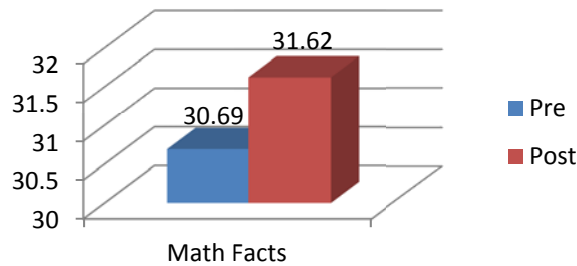
	Words Per Minute	Percent Correct
<b>Beginning of the Year</b>	23.76	72.41%
<b>End of the Year</b>	38.58	80.36%



### Curriculum Based Measures (CBM): Math Fluency

Math fluency scores were available for 39 students from the beginning and end of the school year. All students had scores for both math facts and percent correct. On average, these students improved their writing number sequence while also improving their accuracy. Average scores can be seen in the table and graphs below.

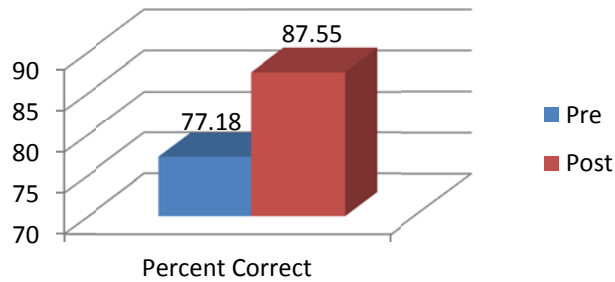
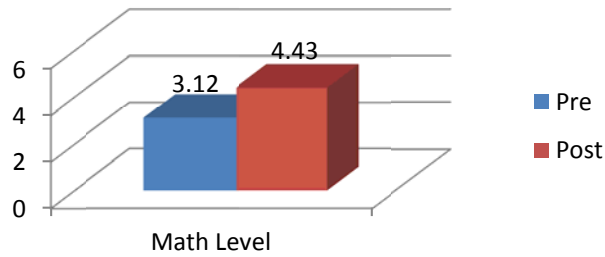
	Math Facts	Percent Correct
<b>Beginning of the Year</b>	30.69	88.13%
<b>End of the Year</b>	31.62	93.49%



### Curriculum Based Measures (CBM): Math Easy CBM

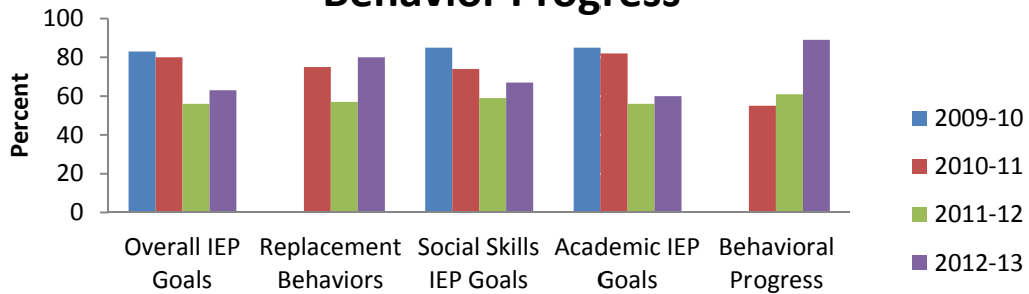
Easy CBM math scores were available for 11 students from the beginning and end of the school year. All students had math level and percent correct scores. On average, these students improved their math level while also improving their accuracy during the school year. Average scores can be seen in the table and graphs below.

	Math Level	Percent Correct
<b>Beginning of the Year</b>	3.12	77.18%
<b>End of the Year</b>	4.43	87.55%



## Other Student Outcome Data

### Rossier Park Elementary School - 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 indicated the percent of behaviors addressed through a behavior intervention plan that had a 10% decrease or greater.

## 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 - N/A**

## **XII. Instructional Planning and Scheduling**

Spectrum Center Schools provide continual training as well as dedicated staff training days. Rossier Park Elementary has 4 all staff training days prior to the first student day in the fall. We have 2 additional training days – one in the spring and one in the fall. There are monthly teacher trainings throughout the school year.

### **Teacher Training**

Sample Teacher Trainings:

Improving Student outcomes through Data-based Decisions -

- Teaching Plans

- Goal Writing

- Data Systems

- Graphing & Data Analysis

- Ensuring Proper Implementation of Teaching Plans by Classroom Staff

Direct Instruction –

- Corrective Reading Decoding & Comprehension

- Expressive Writing I & II

### **Staff Training**

All Staff are trained in:

Professional Assault Crisis Training (Pro-ACT)

Behavior and Education Staff

- Understanding the needs of the student

- Positive Behavioral Support Program

- Communication

- Teaching Strategies

- Data Collection

- Reducing Challenging Behaviors

- Safety