

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

*Published During 2013-14*



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

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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

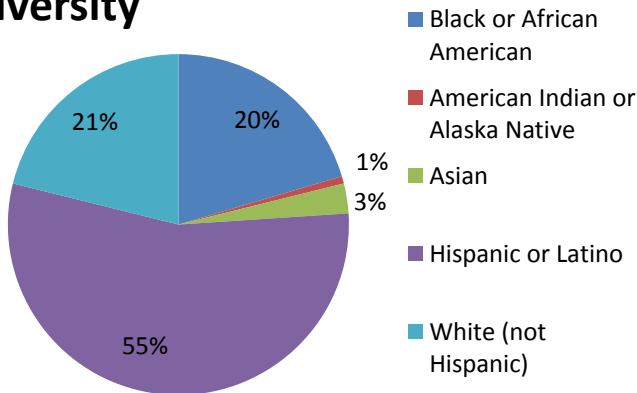
can schedule visits to their child’s classroom throughout the year. Parents should contact their child’s teacher or counselor to schedule a visit or for any information of how they can be involved.

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

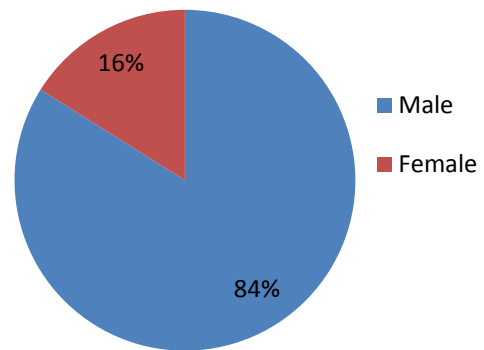
Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Ungraded Elementary	
Grade 1		Grade 9	23
Grade 2		Grade 10	33
Grade 3		Grade 11	36
Grade 4		Grade 12	46
Grade 5		Ungraded HS	
Grade 6	1	Post-Secondary	
Grade 7	7		
Grade 8	16	<b>Total Enrollment</b>	<b>162</b>

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

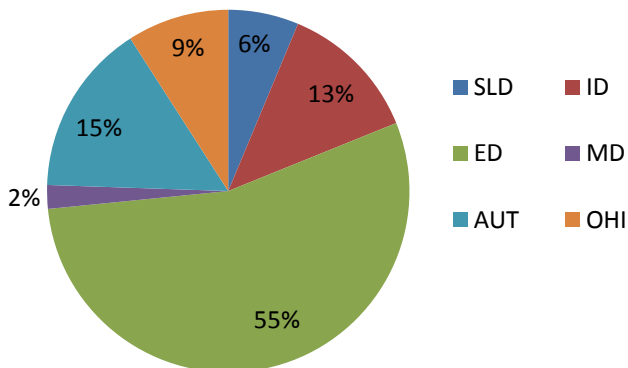
### Diversity



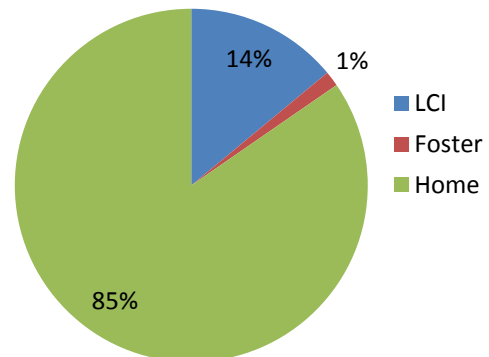
### Gender



### Disability Eligibility



### Residence



## 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 2013-14)

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		
	2010-11	2011-12	2012-13
Suspensions	6	9	11
Expulsions	0	0	0

## IV. School Facilities

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

#### 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 replanted the grass on the PE field and have new signs out front identifying our campus 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 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
<b>Number of campus classrooms</b>	<b>14</b>	<b>13</b>	<b>14</b>
<b>Clear Level 2</b>	5	6	5
<b>Preliminary Level 1</b>	5	4	5
<b>UIP/DIP</b>	4	5	3
<b>PIP/STSP</b>	0	0	1
<b>Emergency Substitute (Classroom Aides)</b>	8	7	6

## VI. Support Staff

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

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	41
Counselors	7
Speech/Language/Hearing Specialist	1
Adapted Physical Education	.5
Nurse	1

## 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
6	ELA	Houghton Mifflin Level 6	Holt, Rinehart, & Winston - 2003	Yes	
6	ELA	Prentice Hall - Timeless Voices, Timeless Themes - Copper	McDougal Littell - 2002	Yes	
6	MAT	Harcourt Math	Harcourt Publishing - 2007	Yes	
6	SCI	Prentice Hall - Focus on Earth	Holt, Rinehart, Winston - 2006	Yes	
6	SS	Discovering Our Past, Medieval and Early Modern Times	Prentice Hall - 2006	Yes	
7	ELA	Holt Handbook First Course	Holt, Rinehart & Winston - 2005	Yes	
7	ELA	The Language of Literature	McDougal Littell - 2002	Yes	
7	MAT	Mathematics: Structure & Method Course 2	McDougal Littell - 1992	Yes	
7	SCI	Life Science	Holt, Rinehart & Winston - 2001	Yes	
7	SS	Medieval to Early Modern Times	Holt, Rinehart & Winston - 2006	Yes	
8	ELA	Holt Handbook Second Course	Holt, Rinehart & Winston - 2003	Yes	
8	ELA	The Language of Literature	McDougal Littell - 2002	Yes	
8	MAT	Algebra 1	Pearson Prentice Hall - 2009	Yes	

8	SCI	Physical Science	Holt, Rinehart & Winston - 2001	Yes	
8	SS	United States History: Independence to 1914	Holt, Rinehart & Winston - 2006	Yes	

## SECTION B. GRADES 9–12

### 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	Name District(s) of Alignment	For CDE USE ONLY
9	ELA	Holt Handbook Third Course	Holt, Rinehart & Winston - 2003	FJUHSD	
9	ELA	The Language of Literature	McDougal Littell - 2002	FJUHSD	
9	MAT	Algebra 1	Prentice Hall - 2001	FJUHSD	
9	SCI	Biology: The Dynamics of Life	Glencoe - 2005	FJUHSD	
9	SCI	Discover Health	Glencoe - 2004	FJUHSD	
10	ELA	Holt Handbook Fourth Course	Holt, Rinehart & Winston - 2003	FJUHSD	
10	ELA	The Language of Literature	McDougal Littell - 2002	FJUHSD	
10	MAT	Geometry	McDougal Littell - 2001	FJUHSD	
10	SCI	Physical Science	Glencoe McGraw Hill - 2008	FJUHSD	
10	SS	World History - The Modern Era	Prentice Hall - 2011	HBUHSD	
10	SS	World Cultures: A Global Mosaic	Prentice Hall - 2004	FJUHSD	
10	SS	World Geography & Cultures	Prentice Hall - 2008	FJUHSD	
11	ELA	Holt Handbook Fifth Course	Holt, Rinehart & Winston - 2003	FJUHSD	
11	ELA	The Language of Literature	McDougal Littell - 2002	FJUHSD	
11	MAT	Algebra I	Prentice Hall - 2001	FJUHSD	
11	MAT	Algebra II	Pearson Prentice Hall - 2008	FJUHSD	
11	MAT	Geometry	McDougal Littell - 2001	FJUHSD	
11	SCI	Biology: The Dynamics of Life	Glencoe - 2005	FJUHSD	
11	SCI	Physical Science	Glencoe McGraw Hill - 2008	FJUHSD	

11	SCI	Introductory to Chemistry	Houghton Mifflin - 2004	FJUHSD
11	SS	Modern American History - America: Pathways to the Present	Prentice Hall - 2000	FJUHSD
12	SCI	Biology: The Dynamics of Life	Glencoe - 2005	FJUHSD
12	SCI	Physical Science	Glencoe McGraw Hill - 2008	FJUHSD
12	SCI	Introductory to Chemistry	Houghton Mifflin - 2004	FJUHSD
12	SS	American Government	Prentice Hall - 2005	FJUHSD
12	SS	Economics	Prentice Hall - 2005	FJUHSD
12	ELA	Holt Handbook Sixth Course	Holt, Rinehart & Winston - 2003	FJUHSD
12	ELA	Literature & Language Arts	Holt, Rinehart & Winston - 2003	FJUHSD

## VIII. School Finances

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

Total Dollars	Dollars per student	Average Teacher Salary
\$5,009,762	\$41,748	\$52,429

### 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 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.

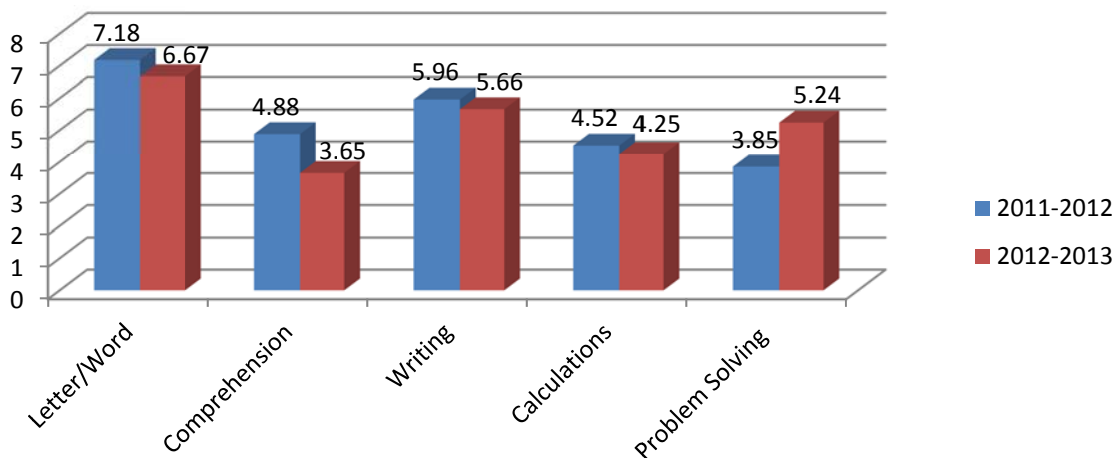
### Rossier High School Academic Results

Rossier High School academic results include the Woodcock Johnson III, Basic Reading Inventory, and Curriculum Based Measures (including the math easy CBM) assessments.

#### Woodcock Johnson III (WJIII)

WJIII scores were available for 18 students from the 2011-2012 and 2012-2013 school years. All students did not have scores for each subject of the WJIII. On average the students showed growth in some subjects and decreased their scores in other subjects. Average scores can be seen in the table and graph below.

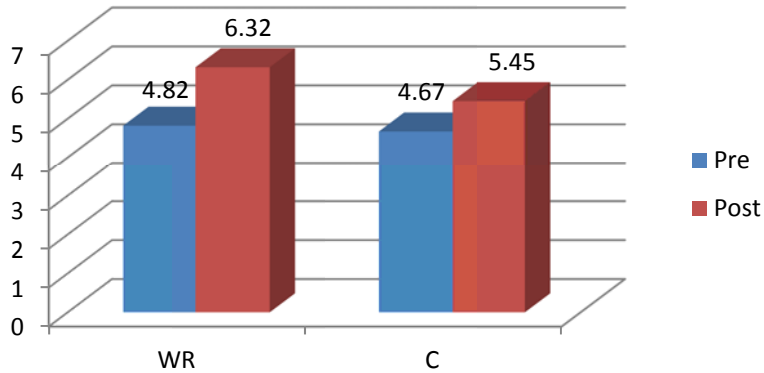
	Letter/Word Identification	Passage Comprehension	Writing Fluency	Math Calculations	Math Applied Problem Solving
<b>2011-2012</b>	7.18	4.88	5.96	4.52	3.85
<b>2012-2013</b>	6.67	3.65	5.66	4.25	5.24



#### Basic Reading Inventory (BRI)

BRI scores were available for 57 students from the beginning and end of the school year. All students had scores for both WR and C. On average the students showed over one grade level of growth in WR and just less than one grade level of growth in C. Average scores can be seen in the table and graph below.

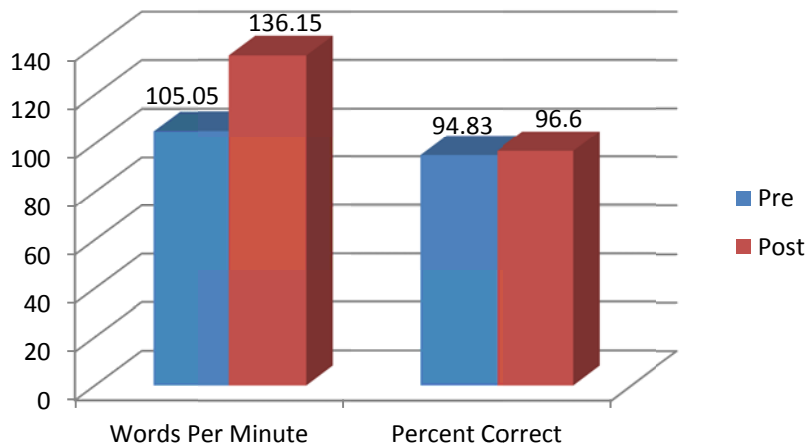
	<b>WR</b>	<b>C</b>
<b>Beginning of the Year</b>	4.82	4.67
<b>End of the Year</b>	6.32	5.45



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

Reading fluency scores were available for 88 students from the beginning and end of the school year. All students had scores for words read per minute and percent correct. On average the students improved their words read per minute while simultaneously improving their accuracy. Average scores can be seen in the table and graph below.

	<b>Words Per Minute</b>	<b>Percent Correct</b>
<b>Beginning of the Year</b>	105.05	94.83%
<b>End of the Year</b>	136.15	96.60%

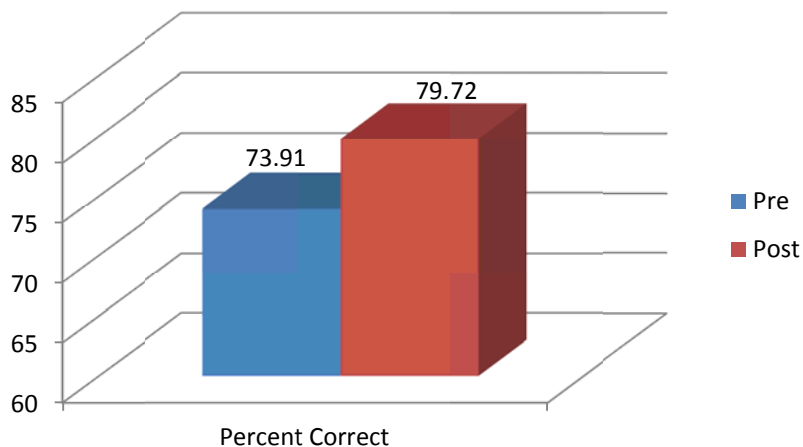
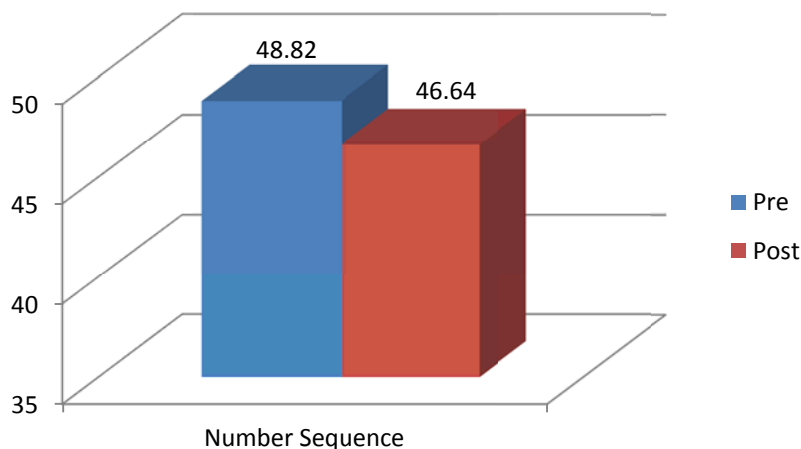


### Curriculum Based Measures (CBM): Writing Fluency

Writing fluency scores were available for 87 students from the beginning and end of the year. All students had scores for both writing number sequence and percent correct. On average the

students displayed a slight decrease in their number sequence while improving accuracy. Average scores can be seen in the table and graph below.

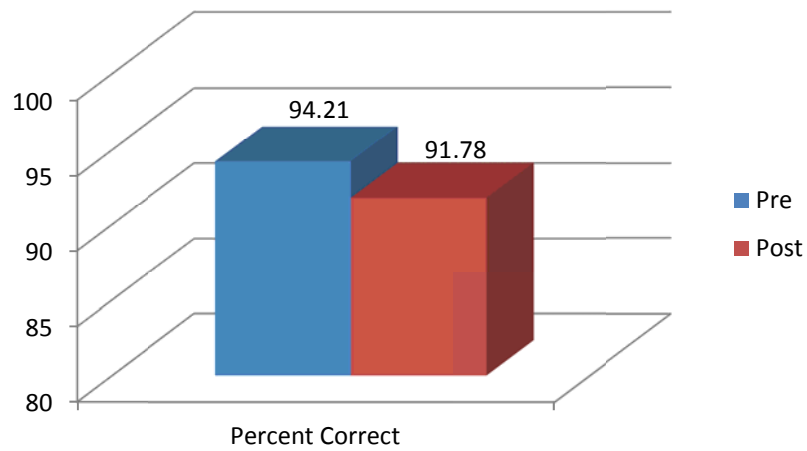
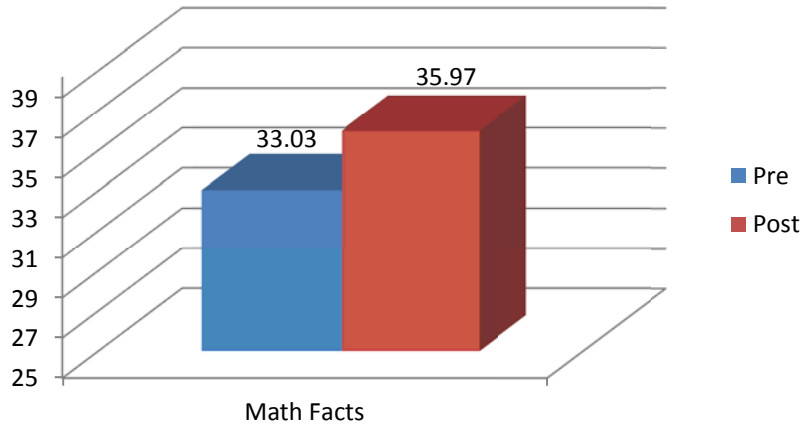
	<b>Writing Number Sequence</b>	<b>Percent Correct</b>
<b>Beginning of the Year</b>	48.82	73.91%
<b>End of the Year</b>	46.64	79.72%



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

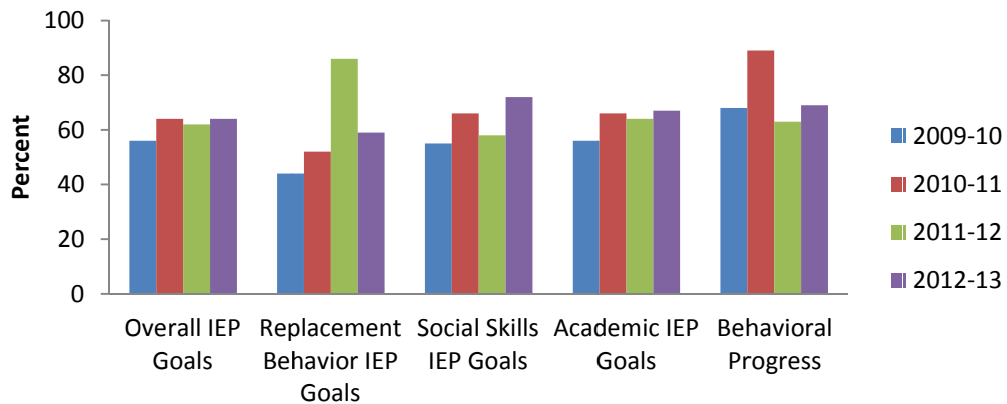
Math fluency scores were available for 78 students. All students had scores for both number of math facts and percent correct. On average the students improved their number of math facts while slightly decreasing their accuracy. Average scores can be seen in the table and graph below.

	<b>Math Facts</b>	<b>Percent Correct</b>
<b>Beginning of the Year</b>	33.03	94.21%
<b>End of the Year</b>	35.97	91.78%



## Other Student outcome Data

### Rossier Park 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 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

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.

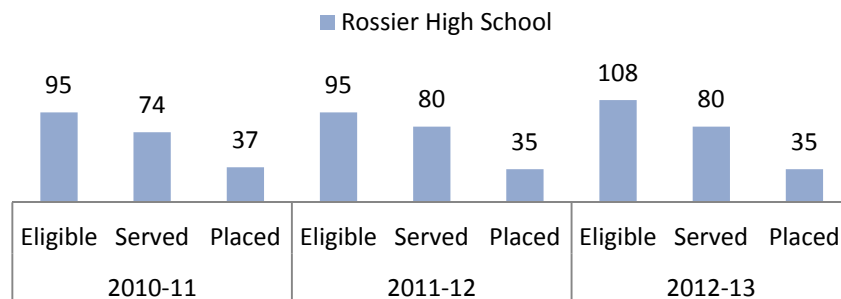
Spectrum's WAI program goal is to provide students with the skills necessary to maximize the level of independence and productivity in their lives, assisting them into a quality adult life.

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 I Program



## Completion of High School Graduation Requirements

Graduation Data	School		
	2010-11	2011-12	2012-13
Seniors	25	14	16
Graduates	18	10	13
%	72%	71%	81%

3- Year AVG	School	
	2009-2012	2010-2013
Seniors	62	55
Graduates	43	41
%	69%	75%

## 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.