

School Accountability Report Card Reported for School Year 2016-17

Published During 2017-18



SPECTRUM CENTER – Rossier Park Junior/Senior High School

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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. 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.

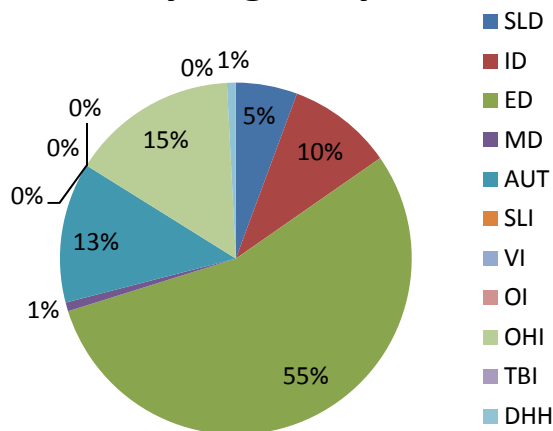
Student Enrollment by Group

Student Enrollment by Grade Level (School Year 2016-17)

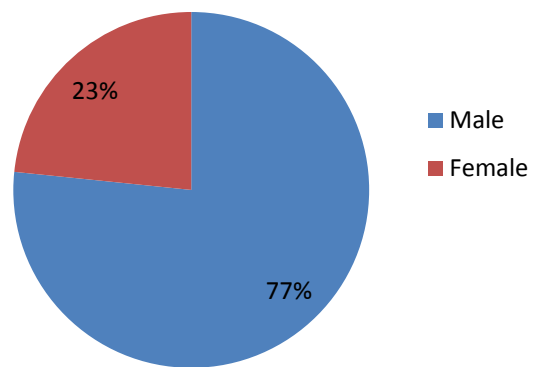
| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|---------------------|--------------------|
| Kindergarten | 0 | Ungraded Elementary | |
| Grade 1 | 0 | Grade 9 | 18 |
| Grade 2 | 0 | Grade 10 | 20 |
| Grade 3 | 0 | Grade 11 | 26 |
| Grade 4 | 0 | Grade 12 | 37 |
| Grade 5 | 0 | Ungraded HS | |
| Grade 6 | 1 | Post-Secondary | 11 |
| Grade 7 | 7 | | |
| Grade 8 | 4 | Total Enrollment | 124 |

Student Enrollment by Group

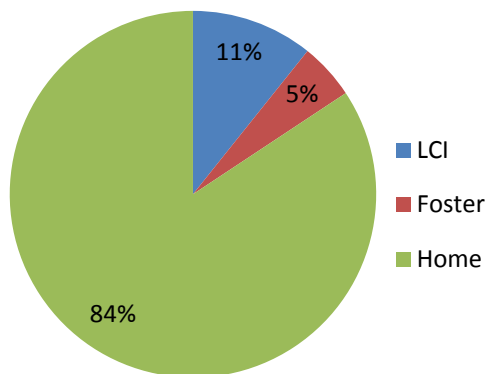
Disability Eligibility



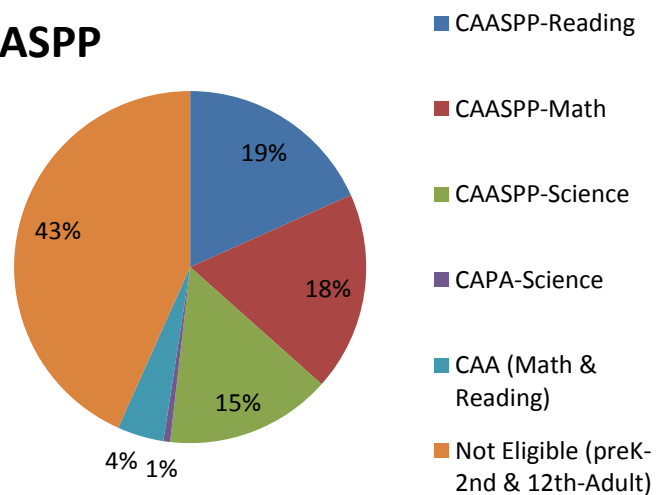
Gender



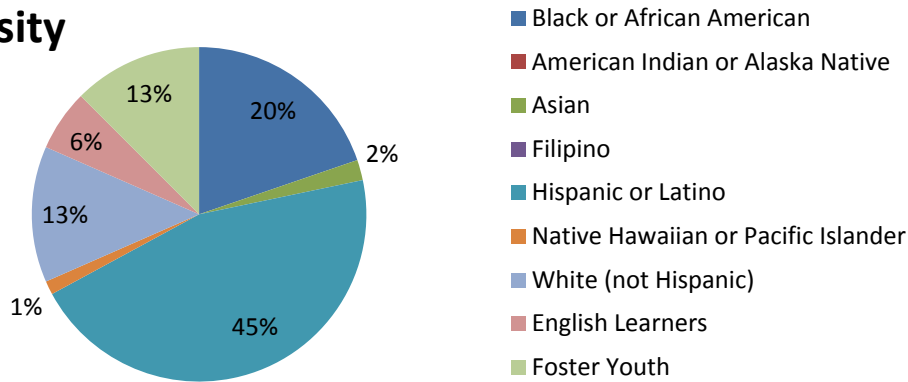
Residence



CAASPP



Diversity



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 2017-18)

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 | | |
|-------------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 25 | 8 | 24 |
| Expulsions | 0 | 0 | 0 |

IV. School Facilities

School Facility Conditions and Improvement Plan (School Year 2017-18)

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 2017-18)

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

V. Teachers

Teacher Credentials

| Teachers | School | | |
|--|-----------|-----------|-----------|
| | 2014-15 | 2015-16 | 2016-17 |
| <i>Number of campus classrooms</i> | 14 | 12 | 13 |
| Clear or Level 2 | 5 | 0 | 2 |
| Preliminary or Level 1 | 5 | 8 | 4 |
| Intern or District Intern | 3 | 4 | 5 |
| PIP/STSP | 2 | 2 | 2 |
| 30 Day Emergency Substitute Permit (Classroom Aides) | 7 | 4 | 8 |

VI. Support Staff

Other Support Staff (School Year 2016-17)

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Senior Behavior Analyst | 0 |
| Curriculum and Instruction Specialist | 1 |
| Education Coordinator | 0 |
| Therapists | 7 |
| Speech/Language/Hearing Specialist | 1 |
| Occupational Therapists | 0 |
| Adapted Physical Education | 1 |
| Transportation Support | 2 |
| Behavioral/Instructional Classroom Aides | 36 |

VII. Curriculum and Instructional Materials

Instructional Materials (School Year 2017-18)

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 |

VIII. School Finances

Expenditures per Pupil (Fiscal Year 2016-17)

| Total Dollars | Dollars per student | Average Teacher Salary |
|---------------|---------------------|------------------------|
| \$4,301,172 | \$34,896 | \$59,639 |

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.

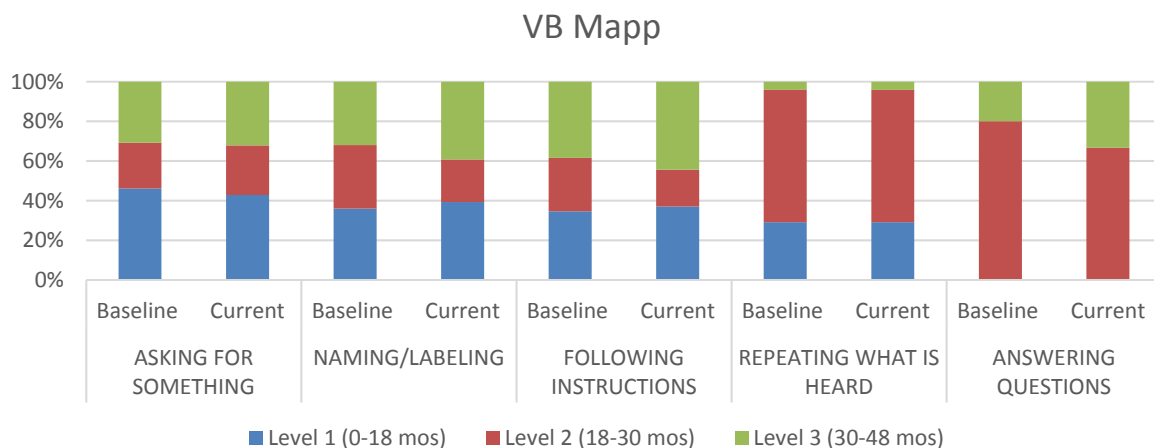
Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category | Spectrum Schools Amount | State Average (ADA <1,500) |
|--------------------------|-------------------------|----------------------------|
| Beginning Teacher Salary | 51,000 | \$40,329 |
| Mid-Range Teacher Salary | 60,400 | \$59,804 |
| Highest Teacher Salary | 70,300 | \$79,279 |
| Average Director Salary | 84,706 | \$91,712 |

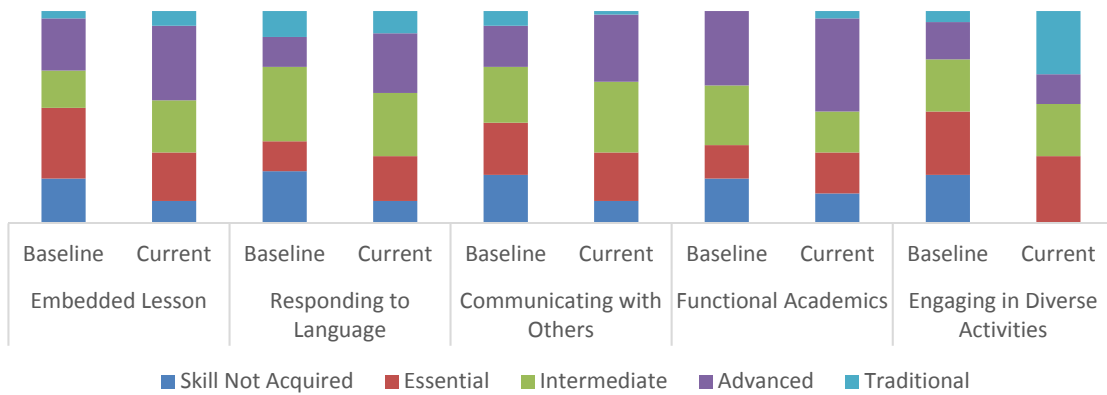
IX. Student Performance

Standardized Testing and Reporting

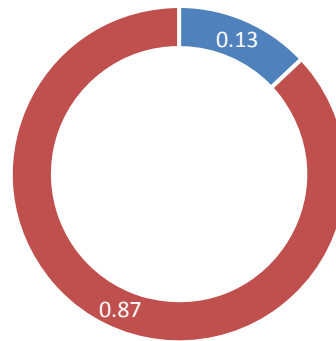
Our goal is to help students earn required credits and acquire necessary skills for success — now and in the future. The below charts represent overall student growth Spectrum wide.



LINKS



Essential for Living



■ Total No. of Targeted Skills ■ Total No. of Targeted Skills at Independence

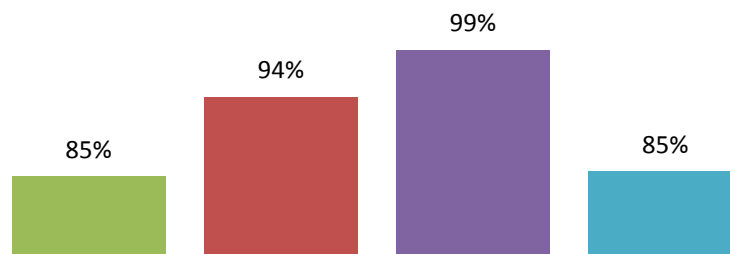
Other Student Outcome Data

Individualized Education Program (IEP)

All students enrolled at Spectrum are given an individualized program that is tailored to their unique skill levels and ensures that the accommodations necessary for their success are provided. Individualized Education Program (IEP) goals are written to target specific deficit areas based on present levels of performance.

Spectrum measures progress toward completion of IEP goals and defines significant progress as meeting at least three out of four benchmarks in the chart below

■ Academic Goals ■ Replacement Behavior ■ Social Emotional ■ Transition



XI. Postsecondary Preparation

Completion of High School Graduation Requirements

| Graduation Data | School | | |
|------------------------|----------------|----------------|----------------|
| | 2014-15 | 2015-16 | 2016-17 |
| Seniors | 17 | 15 | 14 |
| Graduates | 12 | 12 | 10 |
| % | 71% | 80% | 71% |

| 3- Year AVG | School |
|--------------------|----------------|
| | 2014-17 |
| Seniors | 46 |
| Graduates | 34 |
| % | 74 |

XII. Instructional Planning and Scheduling

All the Rossier Park staff receives 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.