

# School Accountability Report Card Reported for School Year 2020-21

*Published During 2021-22*



## **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 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**

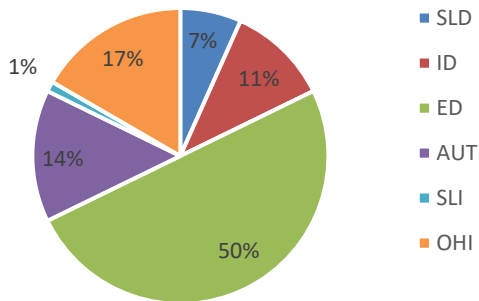
Parent involvement is encouraged throughout the school year. There is a Back to School night in October and Open House/Science Fair in May which all parents are encouraged to attend. In addition teachers and parents work together to individualize means of daily communication (email, written logs, phone 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 2020-21)

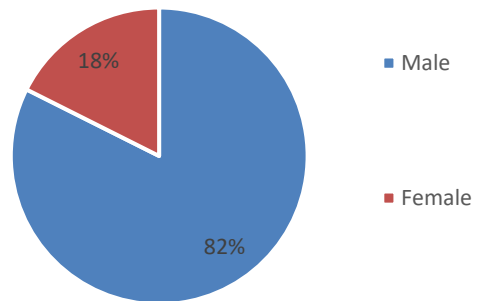
Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Ungraded Elementary	
Grade 1	0	Grade 9	29
Grade 2	0	Grade 10	21
Grade 3	0	Grade 11	41
Grade 4	0	Grade 12	31
Grade 5	0	Ungraded HS	11
Grade 6	0	Post-Secondary	
Grade 7	0		
Grade 8	7	Total Enrollment	125

### Student Enrollment by group:

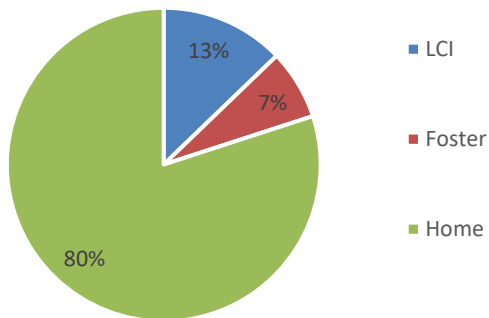
Primary Disability



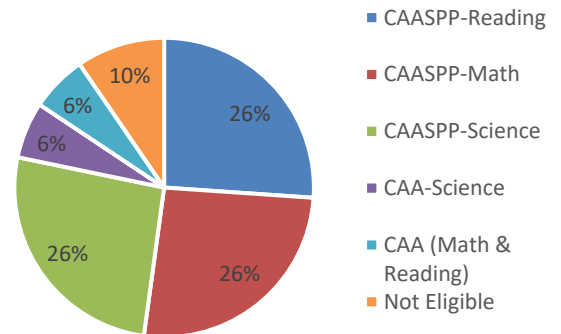
Gender



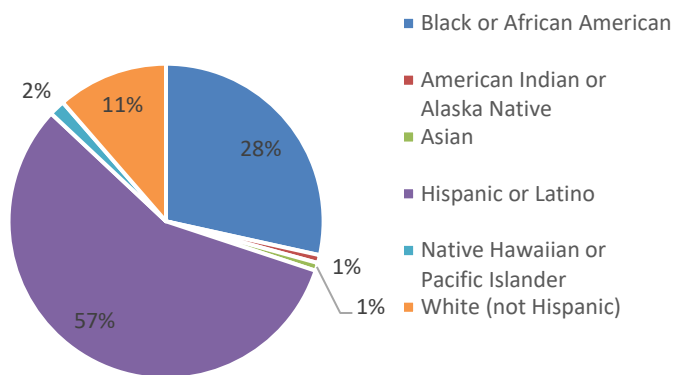
Placement



STAR



## 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. In the 2020-21 school year, the Rossier campus served an average of 125 students in 11 classrooms.

## III. School Climate

### School Safety Plan (School Year 2020-21)

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		
	2018-19	2019-20	2020-21
Suspensions	14	7	2
Expulsions	0	0	0

## IV. School Facilities

### School Facility Conditions and Improvement Plan (School Year 2020-21)

#### 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 2020-21)**

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

**V. Teachers**

**Teacher Credentials**

Teachers	2019-20	2020-21
<i>Number of campus classrooms</i>	11	11
Clear or Level 2	6	7
Preliminary or Level 1	2	3
Intern or District Intern	2	2
PIP/STSP	1	1
Waiver	0	
TPSL (Teaching Permit for Statutory Leave)	1	1

30 Day Emergency Substitute Permit (Classroom Aides)	3	3
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## VI. Support Staff

### Other Support Staff (School Year 2020-21)

Title	Number of FTE Assigned to School
Senior Behavior Analyst	
Curriculum and Instruction Specialist	1
Education Coordinator	1
Therapists	6
Speech/Language/Hearing Specialist	1
Occupational Therapists	
Adapted Physical Education	1
Transportation Support	1
Behavioral/Instructional Classroom Aides	27

## VII. Curriculum and Instructional Materials

### Instructional Materials (School Year 2021-22)

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 2020-21)

Total Dollars	Dollars per student	Average Teacher Salary
4,023,029	37,550	67,092.87

### 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 2020-21)

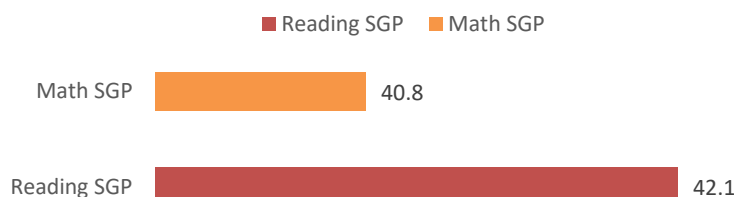
Category	Spectrum Schools Amount
Beginning Teacher Salary	\$50,353
Mid-Range Teacher Salary	\$70,970
Highest Teacher Salary	\$91,587
Average Teacher Salary	\$67,092.87
Average Director Salary	\$89,072.28

## 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 Student Growth Percentile (SGP) reports student progress compared to millions of academic peers in general and special education nationwide. The typical SGP score is at least 35 for reading. Spectrum Center students were on average five grade levels behind in at time of entry.

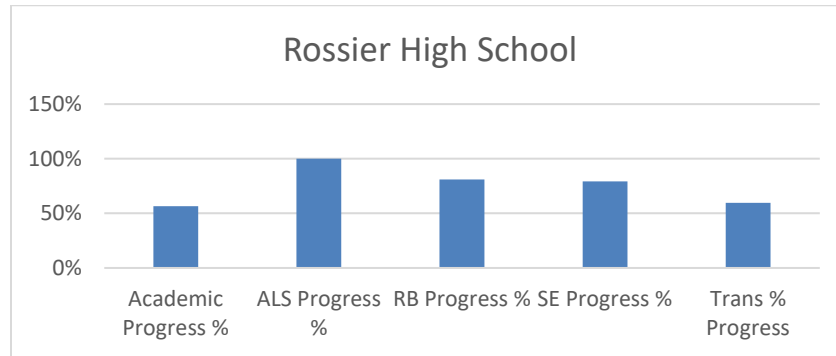
### Student Growth Percentile



## Other Student Outcome Data

### Individualized Education Program (IEP)

Spectrum Center ensures students make progress on their Individualized Education Program (IEP) goals. The graph below shows the percentage of IEP goal progress for students in each of our learning environments.



## 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.

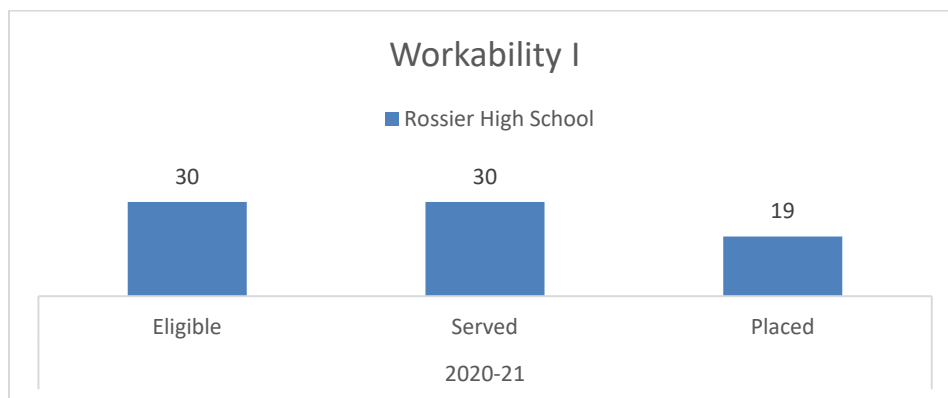
Spectrum's WAI program goal is to provide students with the skills necessary to maximize the level of independence and productivity in their lives, assisting them into a quality adult life.

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.



### Completion of High School Graduation Requirements

Graduation Data	School		
	2018-19	2019-20	2020-21
Seniors	19	18	10
Graduates	11	11	8
%	58%	61%	80

3- Year AVG	School
	2018-2021
Seniors	52
Graduates	41
%	80

### 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.



## **Staff Training**

All Staff are trained in:

Nonviolent Crisis Intervention: CPI

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

School-wide Positive Behavior Supports

## **Teacher Training**

Sample Teacher Trainings:

Positive Behavior Intervention Case Management

Curriculum Based Measurement

Assessment and IEP Goal Development

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

Use of SEACO Curriculum