

School Accountability Report Card Reported for School Year 2010-11

Published During 2011-12



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

II. About This School- Current Info 2011-2012

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-7 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 8 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.

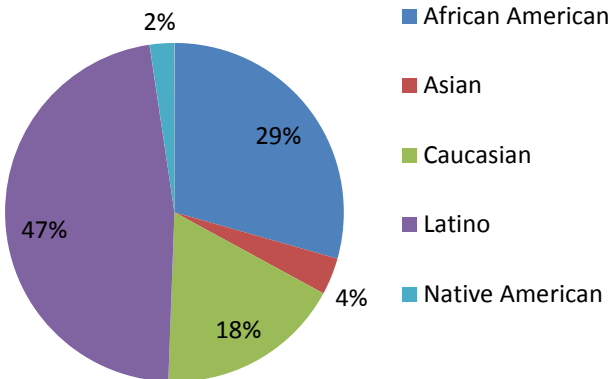
Student Enrollment by Grade Level (School Year 2010-11)

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

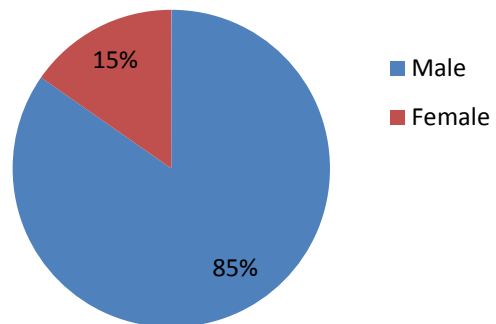
Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	1	Ungraded Elementary	0
Grade 1	5	Grade 9	0
Grade 2	11	Grade 10	0
Grade 3	9	Grade 11	0
Grade 4	9	Grade 12	0
Grade 5	15	Ungraded HS	0
Grade 6	23	Post-Secondary	0
Grade 7	12		
Grade 8	0	Total Enrollment	85

Student Enrollment by Group

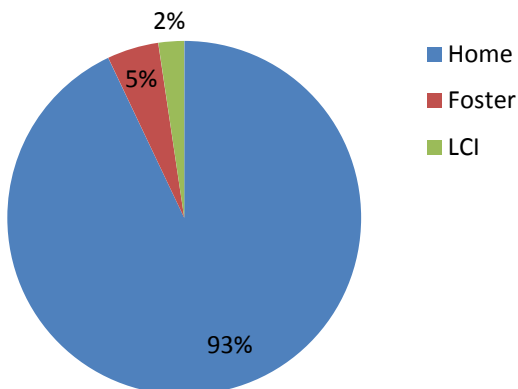
Diversity



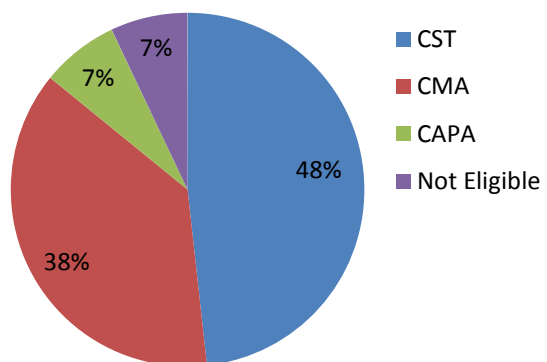
Gender



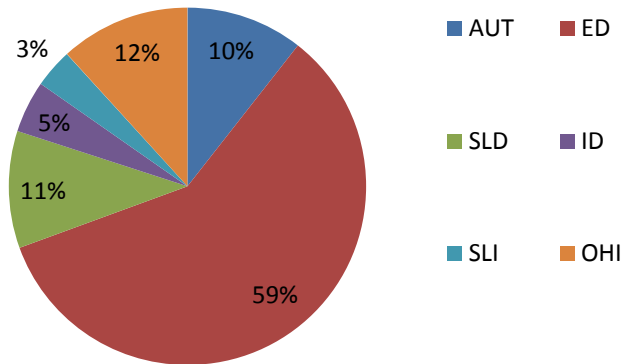
Residence



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 2011-2012 school year, Rossier Park Elementary served an average of 85 students in 8 classrooms.

III. School Climate

School Safety Plan (School Year 2010-11)

All staff receive required trainings including, but not limited to: 1st 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 aide 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		
	2008-09	2009-10	2010-11
Suspensions	0	0	0
Expulsions	0	0	0

IV. School Facilities

School Facility Conditions and Improvement Plan (School Year 2011-12)

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 Executive 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 2011-12)

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

V. Teachers

Teacher Credentials Site information

Teachers	School		
	2008-09	2009-10	2010-11
<i>Number of campus classrooms</i>	9	9	8
Clear Level 2	6	6	3
Preliminary Level 1	0	4	4
UIP	3	3	2
PIP/STSP	0	0	0
Emergency Substitute (Classroom Aides)	2	2	1

VI. Support Staff

Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School
Clinical Director	1
Academic Director	1
Transportation Support	2
Behavioral/Instructional Classroom Aides	18
Therapists	4
Speech/Language/Hearing Specialist	1
Adapted Physical Education	.4

VII. Curriculum and Instructional Materials

Instructional Materials (School Year 2011-12)

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	K	<i>Houghton Mifflin Reading Level K SRA Reading Mastery</i>	Houghton Mifflin 2003 McGraw – Hill 2008	yes		0	2 5
-English	1	<i>Houghton Mifflin Reading Level 1 SRA Reading Mastery</i>	Houghton Mifflin 2003 McGraw – Hill 2008	yes		1	27 12
English	2	<i>Houghton Mifflin Reading Level 2 SRA Reading Mastery</i>	Houghton Mifflin 2003 McGraw - Hill	yes		6	25 12
-English	3	<i>Houghton Mifflin Reading Level 3 SRA Reading Mastery</i>	Houghton Mifflin 2003 McGraw – Hill 2008	yes		13	20 20
-English	4	<i>Houghton Mifflin Reading Level 4 SRA Reading Mastery</i>	Houghton Mifflin 2003 McGraw – Hill 2008	yes		11	17 12
-English	5	<i>Houghton Mifflin Reading Level 5 SRA Corrective Reading</i>	Houghton Mifflin 2003 McGraw – Hill 2008	yes		9	16 15
-English	6	<i>Houghton Mifflin Reading Level 6 Timeless Voices, Timeless Themes - Copper SRA Corrective Reading</i>	Houghton Mifflin 2003 Prentice Hall 2002 McGraw – Hill 2008	yes		13	32 24
-English	7	<i>Timeless Voices, Timeless Themes - Bronze SRA Corrective Reading</i>	Prentice Hall 2002 McGraw – Hill 2008	yes		18	24 20
Mathematics	K	Houghton Mifflin Mathematics Level K Saxon Math	Houghton Mifflin 2003 Harcourt 2007	yes		0	2
Mathematics	1	Houghton Mifflin Mathematics Level 1 Saxon Math	Houghton Mifflin 2003 Harcourt 2007	yes		1	8
Mathematics	2	Houghton Mifflin Mathematics Level 2 Saxon Math	Houghton Mifflin 2003 Harcourt 2007	yes		6	11
Mathematics	3	Houghton Mifflin Mathematics Level 3 Saxon Math	Houghton Mifflin 2003 Harcourt 2007	yes		13	16
Mathematics	4	Houghton Mifflin Mathematics Level 4 Saxon Math	Houghton Mifflin 2003 Harcourt 2007	yes		11	19
Mathematics	5	Houghton Mifflin Mathematics Level 5 Saxon Math	Houghton Mifflin 2003 Harcourt 2007	yes		9	20

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
Mathematics	6	Harcourt Math Level 6 Saxon Math	Harcourt 2002 Harcourt 2007	yes		13	32
Mathematics	7	Pre-Algebra Saxon Math	Prentice Hall 2001 Harcourt 2007	yes		18	19

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
Science	K	Harcourt Science Level K	Harcourt	yes		0	4
Science	1	Harcourt Science Level 1	Harcourt	yes		1	4
Science	2	<i>Harcourt Science Level 2</i>	Harcourt 2008	yes		6	6
Science	3	<i>Harcourt Science Level 3</i>	Harcourt 2000	yes		13	13
Science	4	<i>Harcourt Science Level 4</i>	Harcourt 2000	yes		10	15
Science	5	<i>Harcourt Science Level 5</i>	Harcourt 2000	yes		11	22
Science	6	<i>Focus on Earth Science</i>	Prentice Hall '06	yes		13	24
Science	7	<i>Focus on Life Science</i>	Prentice Hall '06	yes		18	19
Social Studies	K	Adventures in Time and Space – My World	Houghton Mifflin	yes		0	5
Social Studies	1	California Vistas – Family and Friends	Macmillan/McGraw-Hill 2007	yes		1	2
Social Studies	2	People We Know	Harcourt 2007	yes		6	7
Social Studies	3	California Vistas - California Communities	Macmillan/McGraw-Hill 2007	yes		13	13
Social Studies	4	California Vistas – Our Golden State	Macmillan/McGraw-Hill 2007	yes		11	14
Social Studies	5	California Vistas – Making a New Nation	Macmillan/McGraw Hill 2007	yes		9	16
Social Studies	6	Discovering Our Past – Ancient Civilizations, CA Series	Glencoe 2006	yes		13	22
Social Studies	7	Discovering Our Past – Medieval	Glencoe 2006	yes		18	19

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
		and Early Modern Times					

VIII. School Finances

Expenditures per Pupil (Fiscal Year 2010-11)

Total Dollars	Dollars per student	Average Teacher Salary
\$3,089,409	\$ 44,576	\$52,076

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

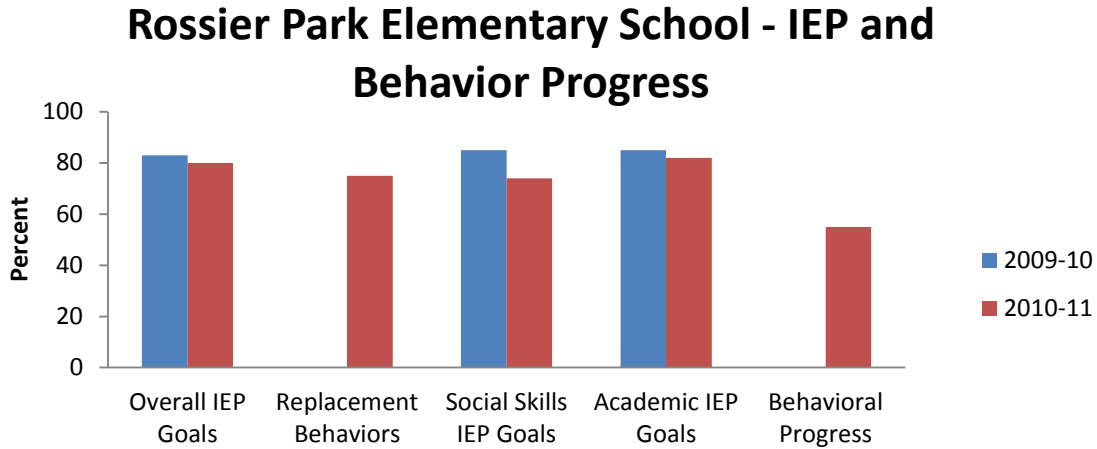
Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	Spectrum Schools Amount	State Average (ADA <1,500)
Beginning Teacher Salary	\$37,087	\$38,592
Mid-Range Teacher Salary	\$51,580	\$55,764
Highest Teacher Salary	\$71,034	\$72,219
Average Director Salary	\$81,212	\$90,207
Superintendent Salary	\$105,003	\$116,768

IX. Student Performance

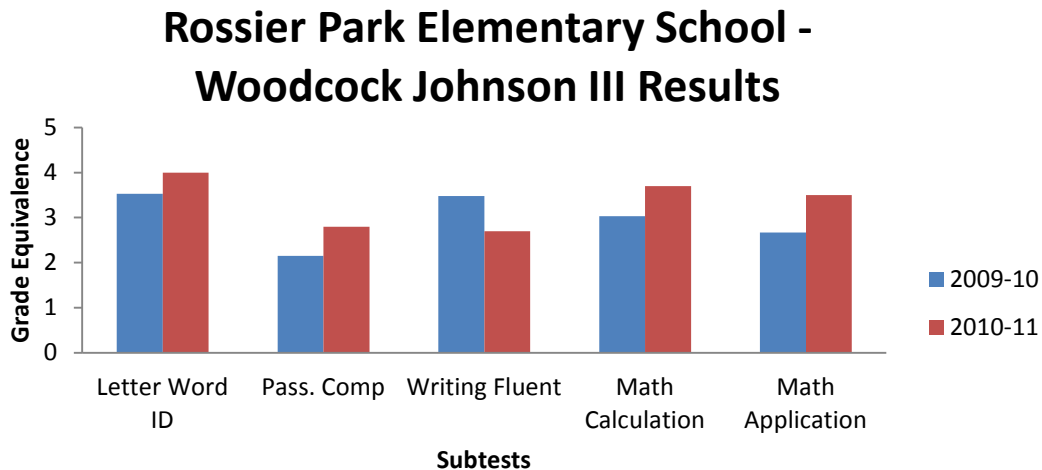
Standardized Testing and Reporting

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.



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.

Other Student Outcome Data



The above graph represents the grade equivalence scores for the five subsets of the Woodcock Johnson III (WJIII) tests for those students who took the test in each academic year.

Rossier Park Elementary 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. Data analysis from the Rossier Park Elementary School campus included 66 students. Students' average word

recognition scores increased from 3.75 to 4.95 and comprehension scores increased from 3.3 to 4.48 from September 2010 to June 2011.

At Rossier Park Elementary School, reading fluency data were available for 57 students from the beginning and end of the school year. On average, students increased their reading words per minute scores from 88.14 to 122.23 from the beginning to the end of the school year. Average percentages correct increased from 88.19% to 96.14%, as did average benchmark scores from 121.04 to 135.58.

At Rossier Park Elementary School campus 47 students had writing fluency data available from the beginning and end of the school year. Students' average writing sequence increased from 27.34 to 45.60 while accuracy also increased from 72.34% to 86.40% from the beginning to the end of the school year.

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