

School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Rossier Park School	District Name	---
Street	7100 Knott Ave	Phone Number	---
City, State, Zip	Buena Park, CA 90620	Web Site	Not part of a district
Phone Number	(714)562-0441	Superintendent	---
Principal	Maria Wagner Chappellear	E-mail Address	---
E-mail Address	mwagner@esa-education.com	---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

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.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

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

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	39
Grade 1	0	Ungraded Elementary	
Grade 2	0	Grade 9	25
Grade 3	1	Grade 10	20
Grade 4	2	Grade 11	27
Grade 5	0	Grade 12	18
Grade 6	3	Ungraded Secondary	12
Grade 7	17	Total Enrollment	166

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	19	White (not Hispanic)	34
American Indian or Alaska Native	0	Multiple or No Response	1
Asian	4	Socioeconomically Disadvantaged	
Filipino	1	English Learners	
Hispanic or Latino	41	Students with Disabilities	100
Pacific Islander	0	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04			2004-05			2005-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	12			12			12					
1	12			12			12					
2	12			12			12					
3	12			12			12					
4	12			12			12					
5	12			12			12					
6	12			12			12					
K-3	12			12			12					
3-4	12			12			12					
4-8	12	4		12	4		12	4				
Other	12	1		12	1		12	1				

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04			2004-05			2005-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12	10		12	10		12	10				
Mathematics	12	10		12	10		12	10				
Science	12	10		12	10		12	10				
Social Science	12	10		12	10		12	10				

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Fire drills are conducted monthly as well as duck and cover 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.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Positive behavioral reinforcement has proven to be one of the most valuable tools to assist a student in modifying their behaviors. Rossier Park has a Point and Level system in place in which students earn points for academic and behaviorally appropriate behaviors. There are built in rewards based on daily point percentages. The students may also spend their points on various gift cards or other incentives. Staff focus on student improvements and in finding the positive in all students. Behavioral contracts, functional analysis and positive behavior intervention plans are developed as necessary to assist students to develop positive an appropriate behaviors.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	7	9	8	To be provided by LEA		
Expulsions	0	0	0			

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Facility is in good condition.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	0	0	1	
Without Full Credential	15	15	14	
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

In order to ensure consistency for our students when the teacher is out, we have staff on site and in the classroom that carry a credential. We have one full time credentialed substitute and six other credentialed staff who can also substitute.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Each teacher is evaluated on his/her overall performance in the classroom. Area's of focus include paperwork and reporting including lesson plans, IEP goals grades and other teacher generated reports; behavior management, academic performance, ensuring that IEP goals are met and assessment of student's levels, and communication. Teachers are also evaluated on the supervisory skills (giving feedback, working with staff, and coaching). The Education Director meets regularly with all teachers to discuss areas of need and conduct training. The Education Director also does classroom observations and provides feedback to the teachers after these.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker - Therapists	9	---
Nurse	1	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)		---
Other -	49	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts		
Mathematics		
Science	All students have the required textbooks and Instructional Materials for each Academic subject area. There are also supplementary textbooks and instructional materials as needed	
History-Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Services funded by district per IEP:

- Academics
- Counseling
- Adaptive Physical Education
- Speech and Language
- Transportation
- One to One Aide

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts									
Mathematics									
Science				<i>To be provided by LEAs</i>					
History-Social Science									

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Male				
Female				
Economically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading									
Mathematics				<i>To be provided by LEAs</i>					

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	<i>To be provided by LEAs</i>	
Pacific Islander		
White (not Hispanic)		
Male		
Female		
Economically Disadvantaged		
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

X. School Completion and Postsecondary Preparation

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Rossier Park is a state WorkAbility I Program site. As such, the program provides comprehensive vocational training, employment and transition services based on students' IEP/ITP goals and plans. Our WorkAbility I services include integration of SCANS skills through contextual learning, career and vocational assessments, career counseling and guidance, career awareness and exploration activities, portfolio development, vocational training and employment. Our work training and employment program is designed to give students skills in job search, interviewing and job retention. Students learn practical job skills at various employment sites based on their interests, skills and abilities. Our program goal is to teach our students skills so they can live and work as independently as possible regardless of whether students will later be served in adult programs, placed in supported employment or enter complete employment.

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The instructional program of Rossier Park School is structured so as to meet the needs of the student's IEP. Students are instructed in a small classroom setting with behavioral support, as needed. The instructional program considers the academic level of each student placed in a classroom as well as emotional and behavioral needs, so as to provide appropriate opportunities for academic success. A team of staff including the teacher, a counselor and behavioral staff and administration all work together to help the student succeed. Seven out of eight members of the school's leadership team have at least 5 years experience at Rossier Park.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

All the Rossier Park staff receive academic and behavioral training and in-services in September before the school year starts and throughout 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.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	64,865	36,000
1	64,865	50,400
2	64,865	50,400
3	64,865	50,400
4	64,865	54,000
5	64,865	54,000
6	64,865	54,000
7	64,865	54,000
8	64,865	54,000
9	64,865	64,800
10	64,865	64,800
11	64,865	64,800
12	64,865	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	209	180 days
10	209	180 days
11	209	180 days
12	209	180 days

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

On six days during the regular school year and all during summer school the day is shortened by one hour and twenty five minutes. During the regular school year this is done on -days before holidays.