

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 Elementary School	District Name	Orange Unified School District
Street	395 S. Tustin Ave.	Phone Number	714-628-4000
City, State, Zip	Orange, Ca. 92866	Web Site	www.orangeusd.k12.ca.us
Phone Number	714-516-3370	Superintendent	Thomas A. Godley, Ed D
Principal	Barbara J. Casey	E-mail Address	www.orangeusd.k12.ca.us
E-mail Address	bcasey@esa-education.com	---	---

School Description and Mission Statement

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

Rossier's Mission Statement: The Mission of Rossier is to create a learning environment in which students have the opportunity to experience success and build self-esteem.

School Description: Our campus has 9 classrooms, serving approximately 108 students between the grades of K-7th. With a teacher/student ratio of 1:4. Our program addresses the needs of academic skills, behavior, and functional skills. We offer the following services as designated in a student's IEP- Speech and Language Therapy and Adaptive PE. Additionally, all of the students receive individual and group counseling each week. All these services are provided by the appropriately licensed/credentialed/ registered staff. Additionally, we provide behavior support staff, as needed for the students. We also provide door to door transportation for each student.

Opportunities for Parental Involvement

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

Opportunities for Parental Involvement: Parental involvement is encouraged throughout the year. Our campus hosts an open house and back to school night each year. Additionally, we have several assemblies a year. Family members and school districts are invited to attend all of these functions. Teachers and parents work together to individualize daily communication (e-mail, faxes, daily reports, and phone calls) that proves to be 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.

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	n/a
Grade 1	4	Ungraded Elementary	n/a
Grade 2	5	Grade 9	n/a
Grade 3	18	Grade 10	n/a
Grade 4	16	Grade 11	n/a
Grade 5	20	Grade 12	n/a
Grade 6	19	Ungraded Secondary	n/a
Grade 7	14	Total Enrollment	

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	16%	White (not Hispanic)	25%
American Indian or Alaska Native	1%	Multiple or No Response	0
Asian	2%	Socioeconomically Disadvantaged	unknown
Filipino	0%	English Learners	3%
Hispanic or Latino	54%	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												
1												
2												
3												
4												
5												
6												
K-3	12	2			12	2			12	2		
3-4	12	2			12	2			12	2		
4-8	12	6			12	6			12	6		
Other												

II. School Climate

School Safety Plan

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

To ensure the safety of our students and staff, the site is examined at least one monthly and all risks are abated at that time. The safety team also meets on a monthly basis to ensure that all safety concerns are addressed in a timely manner. 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 employees a Point and Level System to assist the students with motivation to modify their behaviors and rewards for changes made. As needed, a student will have the aide of a Functional Assessment and Behavioral Intervention Plan to increase the interventions that will assist the student in modifying their behaviors. Additionally, a student may have a special behavioral contract or goal with an agreed upon reward.

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	0	2	0	N/A	N/A	N/A
Expulsions	0	0	0	N/A	N/A	N/A

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.

Each morning safety sweeps are completed to make sure the building is safe and clean prior to student arrival. There is ongoing maintenance and improvements occur during the year. The campus is comprised of 9 classrooms, student and staff bathrooms, a multi-purpose room, a computer lab, playground, offices for staff, a staff work and break room, and kitchen.

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		All materials are appropriately stored and labeled

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	1	1	2	n/a
Without Full Credential	8	8	7	n/a
Teaching Outside Subject Area of Competence	0	0	0	n/a

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	0	1	0

Substitute Teacher Availability

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 positions in the classrooms such Instruction Staff Level 2, as well as some classroom staff have a Substitute Credential. These are people that already work with the students in the classroom on a daily basis. They know the students; schedules, behaviors, and IEP goals, this is very positive because it doesn't cause a disruption when the teacher is out.

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: implementation of student IEP goals, student safety, crisis management, behavior management, attendance, lesson plans, assertive communication, and knowledge of the population/disabilities that are represented for which they teaching. Teachers are also evaluated on the supervisory skills (giving feedback, working with staff, and coaching). All staff are required encompass our Mission and Vision Statements, philosophy of teaching , strategies for supervision and safety in the classroom. Teacher's have weekly meeting with their supervisor to discuss any areas of need and training required. Teacher's performance is reflected in a 30 and 90 day review following employment and then by a yearly review. Scores range from unsatisfactory to outstanding.

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	0	
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	2	15
Resource Specialist (non-teaching)	0	---
Other	45	2

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	<i>All students have the State required textbooks and Instructional Materials for each Academic subject area. There are also supplementary textbooks and instructional materials as needed</i>	
Mathematics		
Science		
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.

Daily rate for each day attended
Counseling
Adaptive PE
Speech and Language
Transportation
One to One Aide

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary	The information for this section is provided by the District.	
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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 Elementary School is structured so as to meet the needs of the student's IEP. Students are instructed in a small classroom environment with behavioral support, as needed. The instructional program considers the academic level of each student placed in a classroom, so as to provide appropriate opportunities for academic success.

Rossier is run by an Executive Director whose job it is to provide leadership, direction, and decision making to assure that all students are provided quality education on a daily basis. In order to do this there are several levels of support given to classrooms. We employ the expertise of a Clinical Director who provides mentoring/supervision to each School Therapist and school staff, as needed. Additionally, the Clinical Director provides training throughout the year. The school leadership team has 5 or more years experience in their position. Rossier has an Academic Director who gives educational and behavioral support to each teacher. The Academic Director meets weekly with the teaching staff to discuss student progress, discuss classroom issues and provide training.

Professional Development

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

All Rossier staff receives academic and behavioral trainings and in-services (CPR, Incident reporting, universal precautions, etc) throughout the school year. All of our staff are required to attend the Pro-ACT training. This give them the opportunity to learn positive behavioral management. Teachers are required to continue their education and training per the California Dept. of Education. Other professional support staff attains continuing education as required by the Credential/License.

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	54,000	36,000

1	54,000	50,400
2	54,000	50,400
3	54,000	50,400
4	54,000	54,000
5	54,000	54,000
6	54,000	54,000
7	54,000	54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

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.

5 days- the day was shorten by one hour on those days. They are the days that come before a school closure day.