

# Orange Pre-K Program

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Orange Pre-K Program
<b>Street</b>	5125 E. Gerda Drive
<b>City, State, Zip</b>	Anaheim, CA 92807
<b>Phone Number</b>	(714) 997-6202
<b>Principal</b>	Bree Tippets
<b>E-mail Address</b>	btippets@orangeusd.org
<b>Web Site</b>	<a href="https://www.orangeusd.org/orange-unified-pre-k-sdc">https://www.orangeusd.org/orange-unified-pre-k-sdc</a>
<b>CDS Code</b>	30-66621-0102814

<b>District Contact Information</b>	
<b>District Name</b>	Orange Unified School District
<b>Phone Number</b>	(714) 628-4000
<b>Superintendent</b>	Gunn Marie Hansen, Ph.D.
<b>E-mail Address</b>	ghansen@orangeusd.org
<b>Web Site</b>	www.orangeusd.org

### **School Description and Mission Statement (School Year 2018-19)**

Orange Pre-K is part of the Orange Unified School District and consists of approximately 286 students, ages infants-5 years of age. Orange Pre-K provides services for infant and preschool aged students with mild to moderate and moderate to severe disabilities which, are identified through the Special Education assessment process. Orange Pre-K services students from all areas within the boundaries of the Orange Unified School District. Our classes are divided into preschool, 3 year olds (2 hours per day) and 4 year olds (3 hours per day). Our Special Education teachers are teaching “double session”. Each class consists of approximately 15 to 17 students, one Special Education credentialed teacher and two to three Instructional Assistants. We also have a Preschool Autism Moderate/Severe Program specifically designed for students with autism, with approximately 10 students in each class. The division of our preschool programs in our mild to moderate classes allows the teacher to ensure developmental and age appropriate instruction, using research based strategies and curriculum appropriate for their age. Orange Pre-K also implements a Peer Role Model Program, in our mild to moderate classes, which consists of same aged peers from the community participating in our Special Education programs. The Peer Models serve as social, behavioral and language role models for our students with disabilities.

Orange Pre-K also houses various related services necessary to meet our students’ educational needs. These services include: speech and language therapy, occupational therapy, and physical therapy. The ability to access the student’s related services directly on Orange Pre-K’s campus allows for continuity and collaboration in each child’s program, as well as decreases transportation time and cost.

Orange Pre-K also houses Orange Unified School District’s Preschool screening and assessment teams. The teams’ role includes the screening of students within our district boundary area and/or assessment in areas of suspected disability. IEP team meetings are held on Orange Pre-K’s campus following the initial assessment process. In addition, to initial IEP team meetings, annual and triennial meetings are held for those students who attend Orange Pre-K.

For many of our students and their families, their experience at Orange Pre-K is their first in public education. Our staff works collaboratively to ensure our students’ educational needs are met while creating a nurturing environment that promotes family involvement and support as they learn to navigate their student’s special education program and needs.

#### **Orange Pre-K Mission Statement**

The mission of Orange Pre-K is committed to providing learning experiences for each child in preparation for early success and school readiness. Orange Pre-K will offer a warm and welcoming introduction to the Orange Unified School District and the public school system. We provide a strong, educated and well-trained team to implement a comprehensive program of research-based instructional methodologies for teaching pre-academic and academic skills as well as social/emotional, adaptive daily living, and vocational skills to continue the development of each child. These strategies collectively prepare our students for their future educational experiences and support achievement of their personal goals set before them.

Guided by high expectations coupled with the knowledge that all children learn at different levels and speeds, our team will provide students with a broad range of educational opportunities that will help each child learn to the best of his or her abilities. We will strive to develop literacy skills as well as provide experiences that enrich each child’s social/emotional, physical, vocational, adaptive daily living, communication, technology and creative abilities in order to become a successful 21st century learner!

Children will have a safe, wholesome, nurturing educational experience. Children will be in a safe learning environment in which children can solve problems and express their feelings through words, art and other creative areas. Children will be exposed to positive character lessons and experiences, used to help shape them into successful members of a social world.

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	15	17	16	1246
Without Full Credential	0	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	13

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October 11, 2018

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 16-18-19 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 11, 2018.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	The instructional materials are geared towards the needs of each individual student based on their IEP.	No	96%
Mathematics	The instructional materials are geared towards the needs of each individual student based on their IEP.	No	96%
Science	The instructional materials are geared towards the needs of each individual student based on their IEP.	No	96%
History-Social Science	The instructional materials are geared towards the needs of each individual student based on their IEP.	No	96%

## School Facility Conditions and Planned Improvements (Most Recent Year)

As updates and repairs are needed, work orders and support is provided by the appropriate district divisions. Communication is made regularly with the district regarding needs to promote student safety, cleanliness and adequacy of resources to support student success. District has made a recommendation to replace our current structure due to student safety hazards.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 7/20/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Boys Restroom: 4: Wall repair where soap dispenser was removed Custodial Room: 4: Large hole on wall; needs paint K2: New paint/carpet 2017 4: Holes on wall where soap dispenser was removed Playground Girls Restroom: 4: Walls need painting Room 202: New paint/carpet 2017 4: Needs patch and paint where TV Monitor bracked was removed. Room 203: New paint/carpet 2017 4: Needs patch and paint where TV Monitor bracked was removed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Front of School Entry and Parking Lot: Aministration building follows at bottom of inspection sheet 6: Gopher mounds in front of 300 Building Room 301: Floor covering and Paint WIP - Summer 2018 5: Cracks on walkway
<b>Electrical:</b> Electrical	Good	Boys Restroom: 7: Light in hallway buzzing, light out in staff restroom, 8: Paper towel dispenser broken, one lavatory had cracks Room 307: Floor covering and Paint WIP - Summer 2018 9: Drinking fountain needs adjustment 7: Light diffuser missing

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/20/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	Boys Restroom: 7: Light in hallway buzzing, light out in staff restroom, 8: Paper towel dispenser broken, one lavatory had cracks Girls Restroom: 4: Floor tile and grout dirty - needs cleaning (minor issue) 9: Exterior drinking fountain leak from below when center bubbler is turned on. K1: New paint/carpet 2017 9: drinking fountain not working Mechanical Room: Cold water running into floor sink OT Therapy: Floor covering and Paint WIP - Summer 2018 9: Drinking fountain not working Physical Therapy: Floor covering and Paint WIP - Summer 2018 9: Drinking fountain not working Playground Boys Restroom: 8: Paper towel dispenser is rusted, Custodial closet H2O heater is nonfunctional and rusted - needs replacement Room 205: New paint/carpet 2017 9: Drinking fountain needs adjustment 14: Cracks on walkway Room 206: New paint/carpet 2017 9: Drinking fountain not working 14: Crack on walkway Room 207: New paint/carpet 2017 9: Drinking fountain not working Room 303: Floor covering and Paint WIP - Summer 2018 9: Drinking fountain not working Room 305: Floor covering and Paint WIP - Summer 2018 Room 307: Floor covering and Paint WIP - Summer 2018 9: Drinking fountain needs adjustment 7: Light diffuser missing Room 308: Floor covering and Paint WIP - Summer 2018 9: Drinking fountain needs adjustment
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Playground: 12: Lunch shelter has wood rot and termites, Handball backstops has holes rotten plywood - needs replacing
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Lunch Shelter and Quad Area: 14: Grass is dead at north 200's and north 300's Room 205: New paint/carpet 2017 9: Drinking fountain needs adjustment 14: Cracks on walkway Room 206: New paint/carpet 2017 9: Drinking fountain not working 14: Crack on walkway

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 7/20/2018	
<b>Overall Rating</b>	<b>Good</b>

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

The Orange Pre-K Staff works closely with families to provide opportunities that enrich our students' educational experiences. Opportunities for parent involvement include school wide activities such as Pre-K Round-up, Fall Fantasy Parade focusing on literature, Thanksgiving Feast, Holiday Extravaganza, Jog-a-thon, Open House, Muffins with Moms, Donuts with Dad, and Family Field Day and Picnic. Parents also receive monthly newsletters from the Program Coordinator and teacher that communicate the monthly theme, Enduring Understanding and Essential questions for the month. Additionally, the newsletter communicates specific program dates, events and school and District wide information. Teachers also use technology and/or home/school communication notebooks. Parents are a vital member of the IEP team and participate throughout the year in their child's instructional program.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.0	0.0	0.0	3.1	3.1	2.8	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2018-19)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its School Safety Plan to the district through the office of Student and Community Services. The office of Student and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

Orange Pre-K has a comprehensive school safety plan that is reviewed, revised and approved yearly by the school site council. Staff is then trained on changes in order to ensure effective plan implementation. Our School Safety Plan consists of various team leads which has direct communication to a command center. We have regular drills to practice implementation including fire, earthquake and lockdown. Our main concern is the safety of our children and staff.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1.5	N/A
Social Worker	0	N/A
Nurse	1.5	N/A
Speech/Language/Hearing Specialist	7	N/A
Resource Specialist (non-teaching)	0	N/A
Other	2.5	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,868.19	0	\$10,868.19	\$72,985.31
District	N/A	N/A	\$6,246.38	\$82,084
Percent Difference: School Site and District	N/A	N/A	54.0	-11.7
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	41.6	-10.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

Services are funded at Orange Pre-K through IDEA regulations and policies.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,001	\$47,903
Mid-Range Teacher Salary	\$77,520	\$74,481
Highest Teacher Salary	\$104,334	\$98,269
Average Principal Salary (Elementary)	\$124,320	\$123,495
Average Principal Salary (Middle)	\$130,865	\$129,482
Average Principal Salary (High)	\$150,755	\$142,414
Superintendent Salary	\$240,000	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

Implementation of Common Core, Research-based instructional strategies aligned to District initiatives and student achievement are the target for professional development. Professional Development has been provided in a variety of ways including sub release, after school workshops, conference attendance, individual mentoring, monthly staff meetings, Professional Learning Communities, Full-Day Non-Student Staff Development, and other in house trainings and/or webinars. Follow-up after school trainings have also been provided to ensure that implementation is consistent, effective and becomes part of regular lesson planning and delivery. Additionally, Pre-K teachers have received training from teacher experts and program coordinators on Common Core and other District professional development targets.