

The Prentice School



**California Department of Education
School Accountability Report Card
Reported Using Data from the 2019–2020 School Year**

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 or nonpublic school.

- 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 additional information about the school, parents/guardians and community members should contact the Head of School or Director of Program.

About This School

School Contact Information (School Year 2018–19)

School Name	The Prentice School
Street	18341 Lassen Drive
City, State, Zip	N. Tustin, CA 92705
Phone Number	(714) 538-4511
Head of School	Devon Green
E-mail Address	prenticeschool@prentice.org
Web Site	www.prentice.org

School Description and Mission Statement (School Year 2020–2021)

The Prentice School is a private, non-profit special education day school. Prentice is also certified by the California Department of Education as a Non-public school, allowing local school districts to contract with Prentice for the placement of students if it is determined that Prentice is the appropriate option.

The Prentice School was founded in 1986 by a dedicated group of professionals and parents to address the needs of students who were struggling to learn in a traditional classroom setting. The Prentice School is governed by a volunteer Board of Directors comprised of professionals, former parents, current parents, Prentice alumni, and community leaders from Orange County who are passionate about our mission.

The purpose of The Prentice School is to offer a day school setting that can meet the academic needs of students in grades K-8 who have language-based learning disabilities, including but not limited to dyslexia, dysgraphia, dyscalculia, and processing deficits (phonological, auditory, visual, attention), ADHD and anxiety. The Prentice School uses research-based Structured Literacy approaches, such as Orton-Gillingham, to meet the needs of our students. We also offer small leveled instructional groups and a 10:1 or 12:1 student to teacher ratio. Our curriculum is aligned to the state academic standards but the content is delivered in a way that is accessible and meaningful to our learners. The goal of The Prentice School is to provide an optimal learning environment for students with language-based learning differences, attentional issues, and anxiety.

The Prentice School offers supplemental support services such as a Licensed Marriage and Family Therapist, two speech-language pathologists, one speech-language pathology assistant, occupational therapy, and educational technology/assistive technology. There is also a health room and a health room clerk on campus. Prentice offers other learning opportunities through after-school clubs and an extended school year program.

The Prentice School's mission is to be a model of excellence for educating students who learn differently. Teachers are fully credentialed and trained and certified in the Orton-Gillingham approach. In addition to daily Orton-Gillingham instruction, students receive a full curriculum that includes explicit instruction in Math, English Language Arts, Social Studies/History, Science, Executive Functioning, and PE.

Prentice is not a school for students whose needs are primarily behavioral, social or emotional.

Student Enrollment by Grade Level (School Year 2018–19)

Grade Level	Number of Students
Kindergarten	0
Grade 1	4
Grade 2	13
Grade 3	12
Grade 4	16
Grade 5	25
Grade 6	28
Grade 7	20
Grade 8	14
Total Enrollment	132

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	2%
Asian	2%
Hispanic or Latino	5%
White	70%
Two or More Races	10%
Not Reported	7%
Other	4%
Socioeconomically Disadvantaged	0-7%
English Learners	0%
Students with Disabilities	100%
Foster Youth	0%

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	2016–17 SY	2017–18 SY	2018-19 SY	2019-2020 SY	2020-2021 SY
With Full Credential	24	22	17	18	18

Without Full Credential	0	0	2	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17 SY	2017-18 SY	2018-19 SY	2019-2020 SY	2020-2021 SY
Misassignments of Teachers of English Learners	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0
Vacant Teacher Positions	0	0	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 2020-2021)

Year and month in which the data were collected: January 2021

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All textbooks were selected from the CDE adopted curriculum list at that time. All textbooks and instructional materials are aligned with the Common Core standards.		0%
Mathematics			0%
Science			0%
History-Social Science			0%

School Facility Conditions and Planned Improvements

The Prentice School sits on a 6.6-acre campus in suburban North Tustin. There are eight buildings that comprise more than 32,000 square feet and four modular buildings that provide an additional 3,800 square feet.

The **Administration Building** is 5,200 square feet and houses the business office, administrative offices, development office, health office, electrical room, and a small conference room. The staff lounge and two testing rooms are also located in this building, as are a mailroom, three restrooms, and a reception area.

The Eagles Nest is Prentice's library/lounge. It is 900 square feet and houses more than 2,000 titles. Materials include picture books for young readers, beginner, and advanced

chapter books, non-fiction books in many different subjects, reference books, and teacher materials. There are various activities for students to partake in, including puzzles, board games, art projects, and Legos.

The **Keck Auditorium** is 4,010 square feet and houses one speech/language classroom and serves as the main auditorium space for school assemblies, parent seminars, staff, as well as various other large-group presentations.

The **Academic Support Building** is 5,000 square feet and houses one science classroom, a science laboratory (including a greenhouse), the art studio, art supply room, reading intervention rooms, and the computer lab. This building also has a small quad area.

Prentice employs a full-time Director of Facilities, as well as a full-time custodian. Prentice contracts for additional maintenance services as needed. The Prentice School is highly committed to maintaining a facility that is clean, safe, and welcoming to all of its students and families.

Improvement plans for the 2020-2021 school year include painting classrooms, possible flooring replacement in the science rooms and art room, exterior painting, resurfacing walkway cement, AC and roof replacement (2-3 phase plan).

School Facility Good Repair Status

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

Year and month of the most recent report: January 2020

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

The SARC typically 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.

NOTE: The Prentice School does not require its students to participate in statewide assessments. If a district-placed student (NpS student) is required to participate, Prentice will coordinate with that student's school district.

Engagement

Opportunities for Parental Involvement (School Year 2020–2021)

**Many of these opportunities have been postponed or altered due to Covid-10.*

Parents are invited to participate in events on campus numerous times throughout the school year. These include events like our Welcome Back Family Picnic, Back to School Night, Fit-a-Thon, Open House, and Spirit Carnival. Parents are invited to attend monthly flag ceremonies where certain students are recognized. We also hold events like Lunch on a Blanket, Muffins with Moms, Donuts with Dads, and our New Parent Welcome Breakfast in which parents are invited to attend.

Additionally, we offer many parent workshops throughout the year that are open to all Prentice parents and community members. We also hold one State of the School address during the year where parents can actively engage with administration. There are two parent-teacher conferences scheduled, one in the Fall and one in the Spring.

Prentice gives parents the opportunity to sign up to help host school events through our Prentice Parent Alliance (PPA). Parents work together on a team to plan, organize, set up,

and run the school event of their choosing. Prentice also offers several other volunteer opportunities to parents (book fair, hot lunch, library, etc.). Parents are kept informed of upcoming events through a weekly email blast that is sent out and through Bloomz communication hub. This, in addition to our updated classroom pages and student portals, parents can remain engaged with what is happening at Prentice.

State Priority: School Climate

Suspensions and Expulsions

Rate	School					District			
	2015-16	2016-17	2017-18	2018-19	2019-2020	2015-16	2016-17	2017-18	2019-2020
Suspensions	1	1	1	2	1	N/A			
Expulsions	0	0	0	0	0	N/A			

School Safety Plan (School Year 2020–2021)

The Prentice School has a comprehensive Emergency Operations Plan that is evaluated yearly and amended as necessary. The Prentice School has prepared this Emergency Plan to ensure the most effective and economical allocation of resources for the maximum benefit and protection of the student body population in time of emergencies. This plan establishes California’s Standardized Emergency Management System (SEMS) and the federal National Incident Management System (NIMS), where applicable. The plan assigns tasks, specifies policies and general procedures and provides for coordination of planning efforts of the various emergency staff and service elements. Incident Commanders and leadership retain the flexibility to modify procedures and/or organization structure as necessary to accomplish the emergency/disaster response and recovery missions in the context of a particular hazard scenario.

The objective of this plan is to incorporate and coordinate all the facilities and personnel of The Prentice School into an efficient organization capable of responding in the event of any emergency. This plan is established as a supplement to the administrative policies, procedures, and practices followed during normal times. The Plan outlines our protocols in the event of a fire, earthquake, lockdown situation, and power failure. It also has the assignments and descriptions for our Disaster Teams in the event of an emergency (command post, first aid-immediate, first aid and triage, food/nutrition, search and rescue, security, student release, and student supervision/sanitation).

The entire staff is regularly trained in disaster preparedness. Fire, earthquake, and lockdown drills are frequently practiced throughout the school year.

The Prentice School handbooks also addresses school safety items such as: Mandated Reporter Procedures, Policies for Suspension/Expulsion, Harassment Policies, Behavior Expectations, School Discipline, etc.

This year, The Prentice School has also developed and implemented a comprehensive plan to mitigate the spread of Covid-19 while on-campus for daily academic instruction. This plan includes specific protocols and procedures for student drop off and pick up, cleaning

and disinfecting, moving students through campus, face coverings, student pods, reporting positive cases and/or exposures, etc.

Other SARC Information

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2016-17 Number of Classes	Avg. Class Size	2017-18 Number of Classes	Avg. Class Size	2018-2019 Number of Classes	Grade Level	Avg. Class Size	2019-2020 Number of Classes
		1-20		1-20		1-20			
K/1	10	1	8	1	8	1			1-20
2	10	1	10	1	12	1	1/2	9	2
3	8	2	15	1	12	1	3	12	1
4	8	3	8	2	10	2	4	8	2
5	10	2	12	2	12	2	5	12	2
6	10	2	12	2	12	2	6	12	2
7	10	2	8	2	8	2	7	10	2
8	10	2	12	2	8	2	8	7	2

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2019-2020)

Title	Number of FTE*	Average Number of Students per Academic Counselor
MFT	1	N/A
Health Clerk	.65	N/A
Speech/Language	1.6	N/A
Speech/Language Pathology Assistant	1	N/A
Occupational Therapist (contracted)	.3	N/A

Professional Development

All teaching and program staff at Prentice participate in ongoing professional development throughout the school year. Professional development primarily focuses on learning disabilities, instructional practices, academic intervention, classroom management, and social and emotional wellness of our students. Professional development needs are based on teacher and staff feedback, changes to curriculum or intervention approaches, student assessment data, educational best practices, or changes to educational law or policy.

Professional development takes place over multiple days prior to the start of the new school year. There are also professional development days scheduled during the school year (half day and full day). Thursdays are early dismissal day for Prentice. Professional development

and other targeted meetings take place weekly during this time. Prentice faculty members and/or outside professionals conduct the professional development.

Throughout the school year, members of Prentice faculty and staff attend outside conferences or workshops relevant to our student population or trends in education. It is expected that they will bring back new information, skills, and strategies and apply them to their position at Prentice.

Teachers are supported throughout the school year through mentoring from outside professionals or consultants who are experts in their field or particular intervention approach; frequent check-in meetings with the Director of Program; observations from Head of School, Director of Program, and support staff; and through communication with peers during committee meetings.

Faculty and staff are also trained in CPR and First Aid, CPI, and other mandated annual or bi-annual trainings.