Scholarship Prep - Oceanside
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Scholarship Prep - Oceanside
Street	4070 Mission Ave.
City, State, Zip	Oceanside, Ca, 92057-640
Phone Number	442-262-3249
Principal	Valerie Douglass
Email Address	vdouglass@scholarshipschools.org
Website	https://scholarshipschools.org/
County-District-School (CDS) Code	37103710136085

Entity	Contact Information
District Name	Scholarship Prep
Phone Number	714-795-2195
Superintendent	Gloria Romero
Email Address	gromero@scholarshipschools.org
Website	https://primary.scholarshipschools.org/

School Description and Mission Statement (School Year 2019-20)

Scholarship Prep seeks to establish a sustainable education program where scholarship is the standard, diversity is treasured, and parents are partners in student achievement.

Targeting all students, with a data-driven emphasis on making a dramatic and sustainable impact on foster youth and underserved populations, our students will promote from our school prepared to serve their communities and achieve to their greatest capacity.

Utilizing a university-inspired, college scholarship concept, our students understand that by achieving academic, athletic, and/or arts excellence, a broader array of possibilities and options exist for future endeavors in higher education. Ultimately, our goal is that EVERY student will one day receive a college scholarship, earn a degree, and give back to their community.

We are committed to provide a university-inspired pathway of success while closing the achievement gap for all students, including foster youth and those underserved. We believe in establishing a sustainable education program where scholarship is the standard, diversity is treasured, and parents are partners in student achievement.

Combining the desire to increase foundational skills for underserved students in order to enter into and succeed in college, as well as increasing educational and career opportunities for foster youth, the concept for Scholarship Prep was created. Further, focusing on the potential for career attainment through higher learning experiences creates the drive for Scholarship Prep's program development.

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

Grade Level	Number of Students
Kindergarten	60
Grade 1	44
Grade 2	25
Grade 3	27
Grade 4	30
Grade 5	30
Grade 6	41
Grade 7	36
Grade 8	23
Total Enrollment	316

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.3
Asian	3.5
Filipino	1.3
Hispanic or Latino	64.6
Native Hawaiian or Pacific Islander	1.6
White	25
Two or More Races	0.6
Socioeconomically Disadvantaged	56
English Learners	16.1
Students with Disabilities	12.7
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	11	14	17	
Without Full Credential	0			
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions			

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 2019-20)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Great Minds: Wit & Wisdom		
Mathematics	Great Minds: Eureka Math		
Science	Amplify Science		
History-Social Science	Studies Weekly (K-3) The DBQ Project (Document Based Questions) (4-8)		
Foreign Language	Better Chinese (Mandarin Chinese)		
Visual and Performing Arts	K-8: Teacher-made Materials		

School Facility Conditions and Planned Improvements (Most Recent Year)

SPCS leases its current site from Mission San Luis Rey in Oceanside. The charter school maintains 15 classrooms, a dance room, and administrative/front offices.

Scholarship Prep provides a safe, clean environment for students, staff, and volunteers. The lead custodian ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Emergency repairs are given the highest priority. Classrooms, bathrooms, and general areas of the receive basic cleaning on a daily basis. Detailed cleaning is done during summer and winter breaks. The school provides maintenance services on a regular schedule and when an emergency occurs. Safety concerns are the number one priority of SPCS. SPCS is currently in the process of renovation for modernization and upgrades.

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

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	49	53	52	54	50	50
Mathematics (grades 3-8 and 11)	38	47	44	40	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	183	183	100.00	0.00	53.01
Male	96	96	100.00	0.00	47.92
Female	87	87	100.00	0.00	58.62
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	125	125	100.00	0.00	43.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	34	34	100.00	0.00	82.35
Two or More Races					
Socioeconomically Disadvantaged	119	119	100.00	0.00	47.06
English Learners	60	60	100.00	0.00	30.00
Students with Disabilities	29	29	100.00	0.00	10.34
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	183	183	100.00	0.00	46.99
Male	96	96	100.00	0.00	46.88
Female	87	87	100.00	0.00	47.13

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	125	125	100.00	0.00	34.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	34	34	100.00	0.00	79.41
Two or More Races					
Socioeconomically Disadvantaged	119	119	100.00	0.00	39.50
English Learners	60	60	100.00	0.00	30.00
Students with Disabilities	29	29	100.00	0.00	10.34
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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 2019-20)

Scholarship Prep believes that schools can only be effective if parents are valued as partners and provided with opportunities to participate in decision-making processes and school governance. We will be active in engaging our parent community in school events, including holding Kindergarten Orientation and Meet Your Teacher events before the school year begins to meet staff and receive information on our academic and behavioral expectations, support services, and opportunities for involvement in school governance and planning.

Numerous opportunities are open to all parents to contribute to the school community through volunteering, fundraising, and being part of the schoolwide decision-making process through the LCAP process and groups/committees listed below. The following groups/committees provide parents of Scholarship Prep enormous opportunities for input on school-wide operations and school involvement activities:

• English Language Advisory Committee (ELAC): The ELAC is elected by nomination and paper ballot, at an annual meeting by an electorate comprised of parents of EL students, teachers, and principal or designee, for a term of one school year. This committee meets at a minimum of four times a year. The responsibilities of this committee include: Advising the principal or designee and staff on program and services for English Language Learners; Assisting in the development of the school's annual language census; Offering suggestions to the school administration on the most effective ways to ensure regular school attendance; Participating in the school's needs assessment by students, parents, and teachers; Soliciting and encouraging community participation; and Providing input to administration on the most effective ways to support full participation of English Language Learners in all school activities. PEP Squad: All parents/guardians are automatically members of the PEP Squad. The PEP Squad's focus is on school- wide activities and events that support the vision and mission of Scholarship Prep and promote the college- bound theme. Scholarship Prep understands that parental involvement will be essential to student success.

Family Workshops: Parents will be invited to attendFamily Workshops each year, coordinated by the school's principal on topics such as homework completion, behavior management, and much more. The workshops will be held at times convenient for families. Families will also have an opportunity to inspire the workshop topics. In helping our students reach a high level of rigor, we will ensure we are meeting the needs of our families whether they speak a language other than English or have limited educational backgrounds. Additional opportunities for involvement with parents of underserved students will include success conferences, where school staff, including teachers of the child and site administration, along with case workers (as appropriate) will meet with the parents to discuss support plans when students fall behind in school, miss instruction due to mental health services/appointments, and/or need to visit biological parents or caseworkers. These conferences will also include ways the school can support the student and parents by referring them to both inside and outside of the school services, including school-based health, tutoring, and free and/or reduced-cost community agencies. Further, these workshops will also support promoting eighth graders who are seeking the best possible placement in high school.

LCAP Development: The Leadership Team of Scholarship Prep along with the Principal will engage with the School Site Council, staff, students, ELAC, Pep Squad, parents, and other community stakeholders in the creation of the annual Local Control and Accountability Plan (LCAP). Engagement efforts will include surveys and meetings to ensure that stakeholders have multiple opportunities to provide input on the LCAP and 8 State Priorities. Feedback from stakeholders will be documented, reviewed, and analyzed in finalization of the LCAP.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions		6.7	1.5	5.8	7.7	3.7	3.6	3.5	3.5
Expulsions		0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The SPCS emergency plan has been prepared in compliance with California Administrative Code, Title 5, Education section 560, which requires all public schools, Kindergarten through Community College, to have written emergency plans which will be reviewed annually by the local governing board.

The plan is devoted to the welfare and safety of all students and personnel during school hours. This document was developed to serve as an emergency procedure guide to provide SPCS personnel with direction in the event of an emergency or disaster affecting employees and the students of SPCS. The major objective of the Emergency Organization Plan is to save lives in the event of a disaster. This plan has been developed with these objectives in mind. The concepts and procedures contained in this document are intended to guide personnel in responding to extraordinary emergencies including natural disasters, catastrophic accidents, terrorist acts, and man-made threats to the environment. This guide provides general procedures for responding to emergencies. It is impossible to address all conceivable circumstances; therefore, the guide must be supplemented by the judicious employment of common sense and compliance with the San Diego County Office of Education.

This Emergency Organization Plan was last reviewed, updated, and shared with faculty in December 2019. Safety Committee meetings occur regularly throughout the school year

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K					20	1	1		20	3		
1					27		1		22		2	
2					24		1		25		1	
3					26		1		27		1	
4					28		1		30		1	
5					23		1		30		1	
6					19	1	1		21	1	1	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,910.41	1,691.74	9,218.67	

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,506.64	
Percent Difference - School Site and State	N/A	N/A		

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 2018-19)

SPOS addresses the unique needs of socio-economically disadvantaged students in a sensitive and confidential way by:
- Providing free uniforms, as needed;
- Giving diagnostic assessments as early as possible to determine reading readiness and performance levels to ensure the most appropriate intervention is employed;
- Providing free intervention programs (FILMS) before and after school to address academic concerns and students that are "at-risk" of not meeting grade level standards;
- Utilizing SCORE sheets for students who are considered "at-risk" of not meeting grade level standards;
- Providing equal access to all activities;
- Directing parents to resources and additional information, as needed;
- Utilizing a Scholar CAASPP Goal form for each student, guiding them toward personal academic goal development and how to attain those goals; and
- Offering informational meetings to provide families with strategies and support to enhance their child's academic and social-emotional growth.

SPOS runs a full-inclusion program for our EL students. EL students are immersed in English, and will have full access to all content and curriculum. Instruction is made comprehensible to all EL students by the use of Specially Designed Academic Instruction in English (SDAIE) instructional methods and strategies, including visuals, graphic organizers, technology-based language development, and interactive communication. This support enables them to develop the grammatical framework and vocabulary needed to become proficient readers and writers. Additionally, staff support EL parents by providing translation for parent newsletter and other forms of communication as appropriate.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

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	$	$
Percent of Budget for Teacher Salaries	%	%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	%	%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	11	11

SPOS offers 180 days of student instruction on a traditional school calendar.

SPOS is committed to increasing the instructional skills of teachers and leaders. The Staff Development program at SPCS is aligned with state standards and the charter school's petition. Teachers have a calendar of 193 work days, which include 180 instructional days, ten (10) staff development (non-student) days, and three (3) non-student work days (one day prior to and two days after the instructional calendar).

The community of SPOS recognizes that staff development directly affects student academic success. Professional Learning Communities (PLCs) encourage grade level articulation and identify needed staff development. At the beginning of the year, staff development needs are planned after the analysis of student performance results from the CAASPP test, grade-level assessments, and teacher observations. The focus of these long- range plans is that all students meet or exceed grade level standards on the CAASPP. Staff is taught how to calibrate the curriculum to align with the grade level content standards. They are also guided in the elements of directed lesson design.

Professional development is continually provided to all staff in the areas of standards, lesson planning, and assessment building. This process begins with the administrator leading an in-service where a directed lesson is outlined and modeled. Later, the teacher is coached by the administration through observation of a classroom lesson to ensure they are able to utilize this instructional strategy effectively. To deepen teachers' content knowledge and engage all students in learning, our staff attends site workshops, college courses, and professional conferences.

Examples of on-site professional development include in-service training on Project-Based Learning, curriculum calibration and technology use.