

Scholarship Prep - Oceanside

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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.

Valerie Douglass

 Principal, Scholarship Prep - Oceanside

About Our School

At Scholarship Prep, our motto is "Reach Higher, Dream Bigger," and it is an honor to be a part of a school community that works tirelessly to see that our students achieve greatness inside and outside of the classroom. I am thrilled to have the opportunity to lead Scholarship as we cultivate a community of scholars dedicated to excellence in academics, athletics, and the arts in our community of Oceanside. At Scholarship Prep, we are working to create a school that will provide pathways to successful futures in high school, college, and life after higher education. It is our goal to see that every Scholar that joins our school will one day receive a college scholarship, earn a degree, and give back to their community. As an educational psychologist and special educator, I have personally seen power of excellence in primary instruction in the lives of all learners.

We look forward to providing an amazing education for our Scholars and welcome our parents, families, and partners to join us working hand-in hand to promote the success of our students.

Contact

*Scholarship Prep - Oceanside
4070 Mission Ave.
Oceanside, CA 92057-6402*

*Phone: 442-262-3249
E-mail: vdouglass@scholarshipschools.org*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	San Diego County Office of Education
Phone Number	(858) 292-3500
Superintendent	Paul Gothold
E-mail Address	paul.gothold@sdcoe.net
Web Site	www.sdcoe.net

School Contact Information (School Year 2018—19)	
School Name	Scholarship Prep - Oceanside
Street	4070 Mission Ave.
City, State, Zip	Oceanside, Ca, 92057-6402
Phone Number	442-262-3249
Principal	Valerie Douglass
E-mail Address	vdouglass@scholarshipschools.org
Web Site	https://scholarshipschools.org/
County-District-School (CDS) Code	37103710136085

Last updated: 1/22/2019

School Description and Mission Statement (School Year 2018—19)

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.

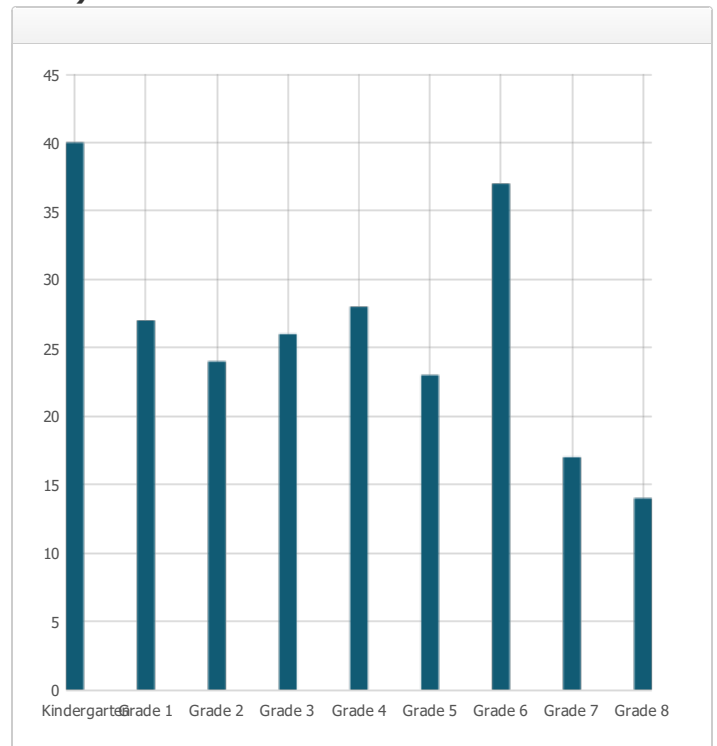
We are committed to provide a university-inspired pathway of success while closing the achievement gap for all students, including foster youth and those underserved. We believe in establishing a sustainable education program where scholarship is the standard, diversity is treasured, and parents are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

Last updated: 1/22/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	40
Grade 1	27
Grade 2	24
Grade 3	26
Grade 4	28
Grade 5	23
Grade 6	37
Grade 7	17
Grade 8	14
Total Enrollment	236



Last updated: 1/22/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	3.8 %
American Indian or Alaska Native	%
Asian	2.5 %
Filipino	0.8 %
Hispanic or Latino	58.9 %
Native Hawaiian or Pacific Islander	0.8 %
White	32.2 %
Two or More Races	%
Other	1.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	44.5 %
English Learners	19.1 %
Students with Disabilities	%
Foster Youth	%

A. Conditions of Learning

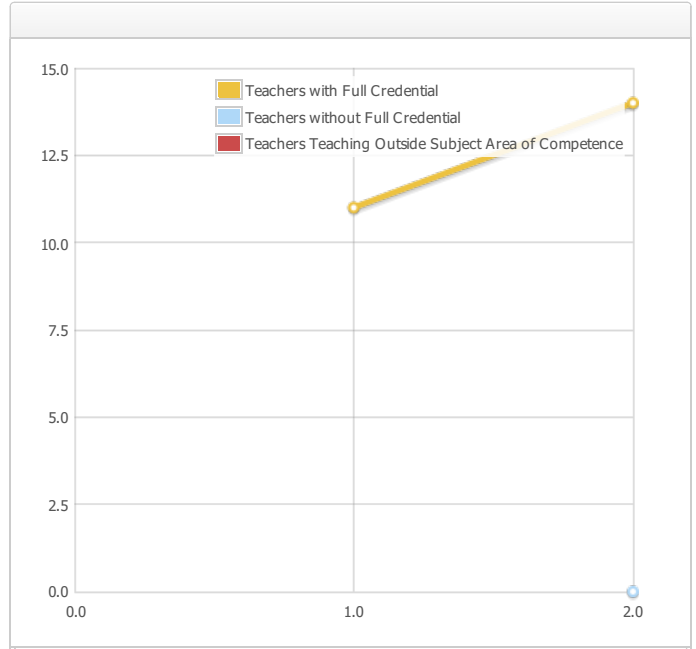
State Priority: Basic

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

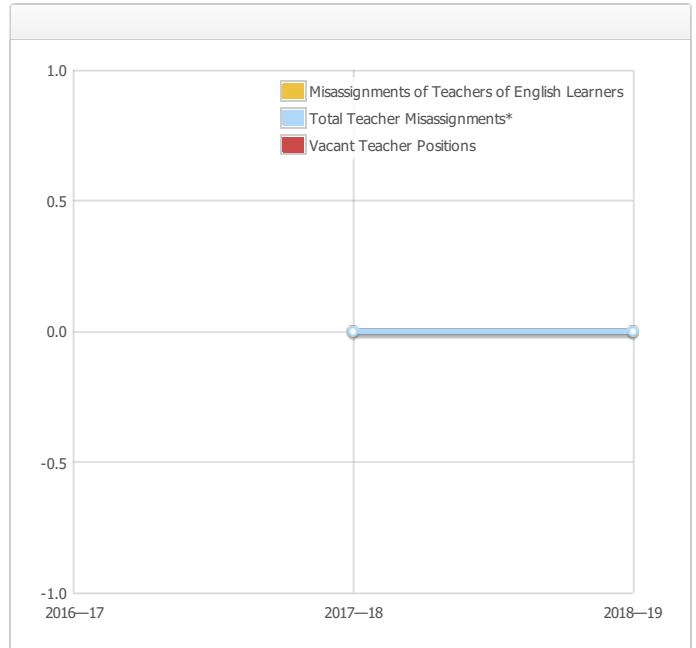
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential		11	14	
Without Full Credential			0	
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/22/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/22/2019

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

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Great Minds: Wit & Wisdom	Yes	0.0 %
Mathematics	Great Minds: Eureka Math	Yes	0.0 %
Science	Mystery Science (K-5) Freckle Science (6-8)	Yes	0.0 %
History-Social Science	Studies Weekly (K-3) The DBQ Project (Document Based Questions) (4-8)	Yes	0.0 %
Foreign Language	Better Chinese (Mandarin Chinese)	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	K-8: Teacher-made Materials		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/22/2019

School Facility Conditions and Planned Improvements

SPCS leases its current site from Mission San Luis Rey in Oceanside. The charter school maintains 14 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.

Last updated: 1/22/2019

School Facility Good Repair Status

Year and month of the most recent FIT report:

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	
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 Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Good
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Last updated: 1/22/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)		49.0%		44.0%		50.0%
Mathematics (grades 3-8 and 11)		38.0%		35.0%		38.0%

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.

Last updated: 1/22/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	150	150	100.00%	49.33%
Male	68	68	100.00%	47.06%
Female	82	82	100.00%	51.22%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	96	96	100.00%	42.71%
Native Hawaiian or Pacific Islander	--	--	--	
White	42	42	100.00%	66.67%
Two or More Races				
Socioeconomically Disadvantaged	74	74	100.00%	35.14%
English Learners	54	54	100.00%	27.78%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/22/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	150	150	100.00%	38.26%
Male	68	68	100.00%	43.28%
Female	82	82	100.00%	34.15%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	96	96	100.00%	30.53%
Native Hawaiian or Pacific Islander	--	--	--	
White	42	42	100.00%	59.52%
Two or More Races				
Socioeconomically Disadvantaged	74	74	100.00%	21.92%
English Learners	54	54	100.00%	13.21%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/22/2019

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 area of physical education

California Physical Fitness Test Results (School Year 2017–18)

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	32.1%	24.5%	20.8%
7	29.4%	3.9%	5.9%

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.

Last updated: 1/22/2019

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)

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 attend Family 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: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

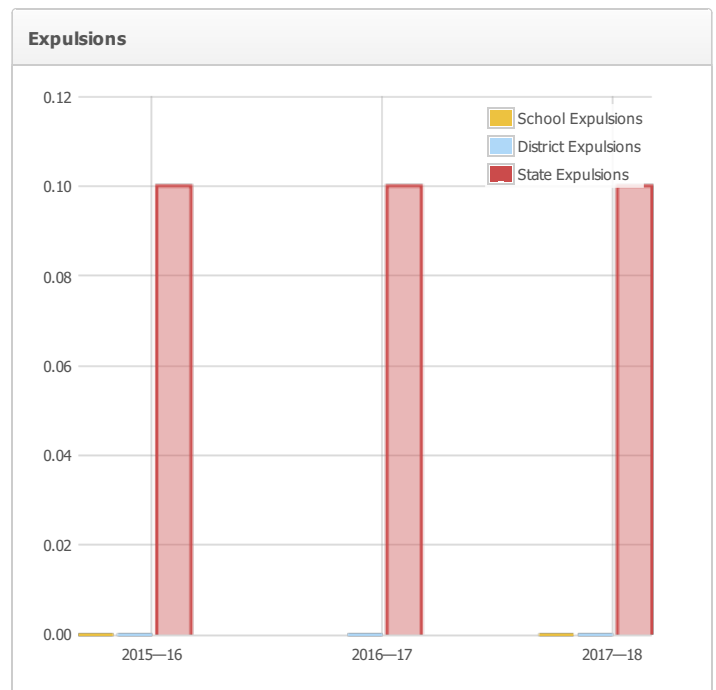
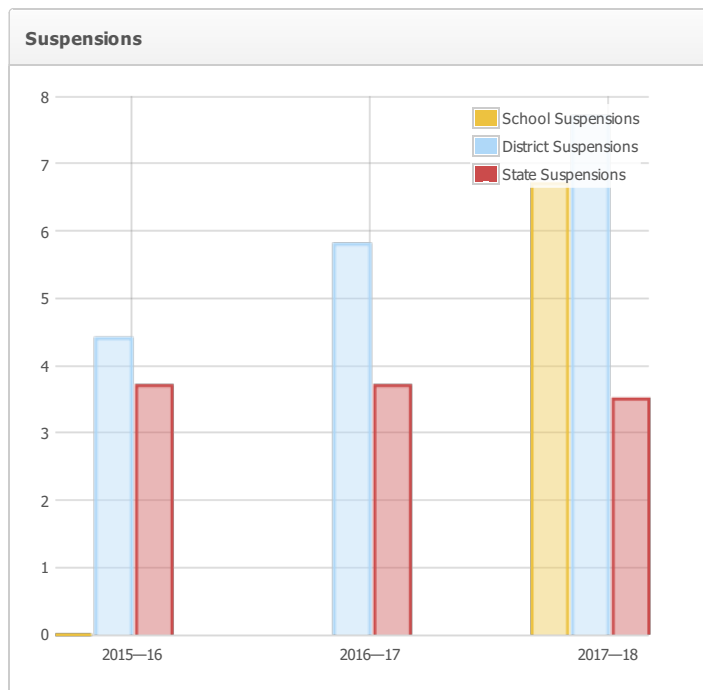
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	--	6.7%	4.4%	5.8%	7.7%	3.7%	3.7%	3.5%
Expulsions	--	--	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2019

School Safety Plan (School Year 2018—19)

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 2018. Safety Committee meetings occur regularly throughout the school year.

Last updated: 1/22/2019

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	1	1	
1	27.0		1	
2	24.0		1	
3	26.0		1	
4	28.0		1	
5	23.0		1	
6	19.0	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.

Last updated: 1/22/2019

Types of Services Funded (Fiscal Year 2017—18)

SPCS 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.

SPCS 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.

Last updated: 1/22/2019

Professional Development

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

SPCS 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 SPCS 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.

Last updated: 1/22/2019