

# Scholarship Prep Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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. 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/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](#) 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.

## Matthew Bragman

 Principal, Scholarship Prep Charter

### 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 the heart of Santa Ana. 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. Every one of our students at Scholarship receives a well-rounded learning experience that includes core subjects focusing on the Common Core State Standards using a variety of instructional strategies and project-based learning as key component of the instructional program, as well as world language instruction in Mandarin, and arts and athletics electives taught by experts in their fields.

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.

### Principal's Comment

Matthew Bragman

### Contact

*Scholarship Prep Charter  
1010 West 17th St.  
Santa Ana, CA 92706-3504*

*Phone: 714-795-3498  
E-mail: [info@scholarshipschools.org](mailto:info@scholarshipschools.org)*

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Orange County Department of Education
<b>Phone Number</b>	(714) 966-4000
<b>Superintendent</b>	Al Mijares
<b>E-mail Address</b>	<a href="mailto:amijares@ocde.us">amijares@ocde.us</a>
<b>Web Site</b>	<a href="http://www.ocde.us">http://www.ocde.us</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Scholarship Prep Charter
<b>Street</b>	1010 West 17th St.
<b>City, State, Zip</b>	Santa Ana, Ca, 92706-3504
<b>Phone Number</b>	714-795-3498
<b>Principal</b>	Matthew Bragman
<b>E-mail Address</b>	<a href="mailto:info@scholarshipschools.org">info@scholarshipschools.org</a>
<b>Web Site</b>	<a href="http://scholarshipschools.org">http://scholarshipschools.org</a>
<b>County-District-School (CDS) Code</b>	30103060134288

*Last updated: 1/23/2018*

### School Description and Mission Statement (School Year 2017-18)

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.

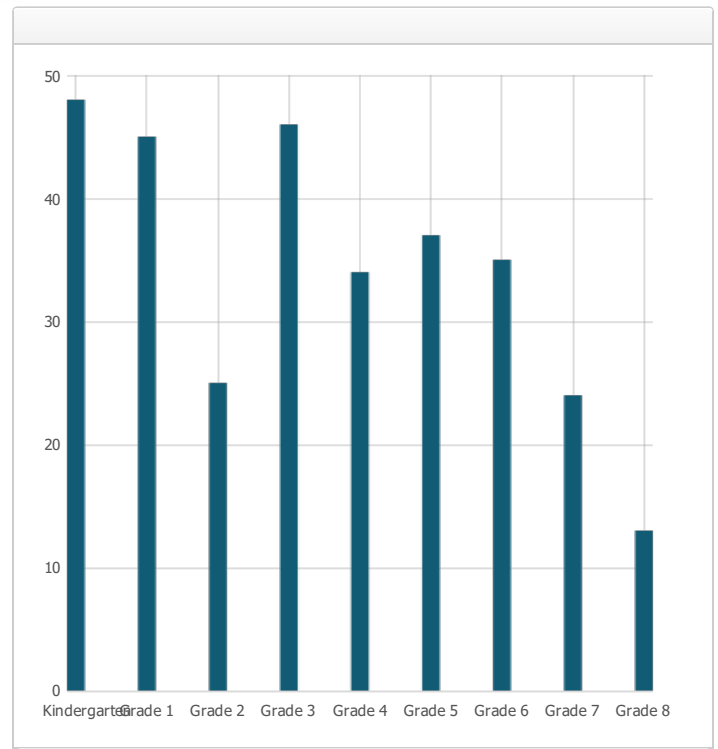
Scholarship Prep includes in its mission the desire to positively impact the education of foster youth. Although studies indicate that youth in foster care have college aspirations, numerous studies have found lower college enrollment rates, and lower college completion rates among young people who have been in foster care than among other young adults.

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: 1/23/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	48
Grade 1	45
Grade 2	25
Grade 3	46
Grade 4	34
Grade 5	37
Grade 6	35
Grade 7	24
Grade 8	13
<b>Total Enrollment</b>	<b>307</b>



Last updated: 1/22/2018

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	2.6 %
American Indian or Alaska Native	0.0 %
Asian	0.7 %
Filipino	0.0 %
Hispanic or Latino	94.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	2.3 %
Two or More Races	0.0 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.9 %
English Learners	48.9 %
Students with Disabilities	5.2 %
Foster Youth	1.0 %

Last updated: 1/22/2018

# A. Conditions of Learning

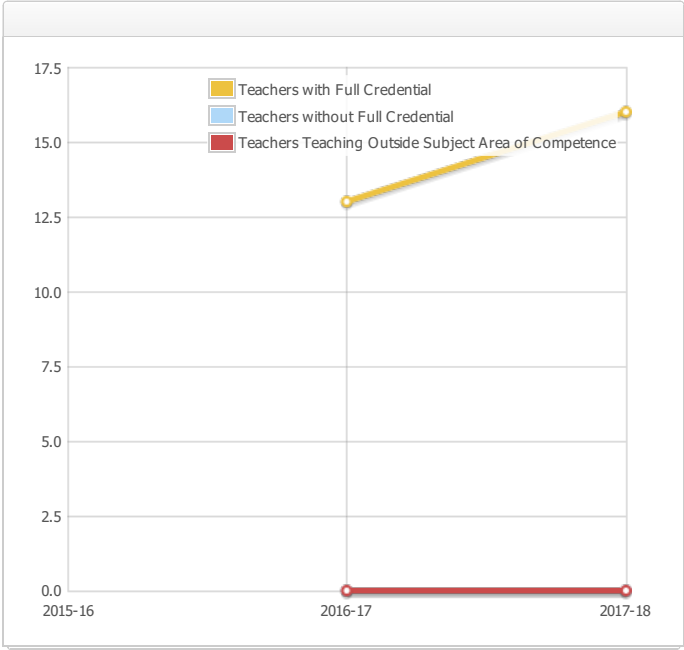
## State Priority: Basic

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

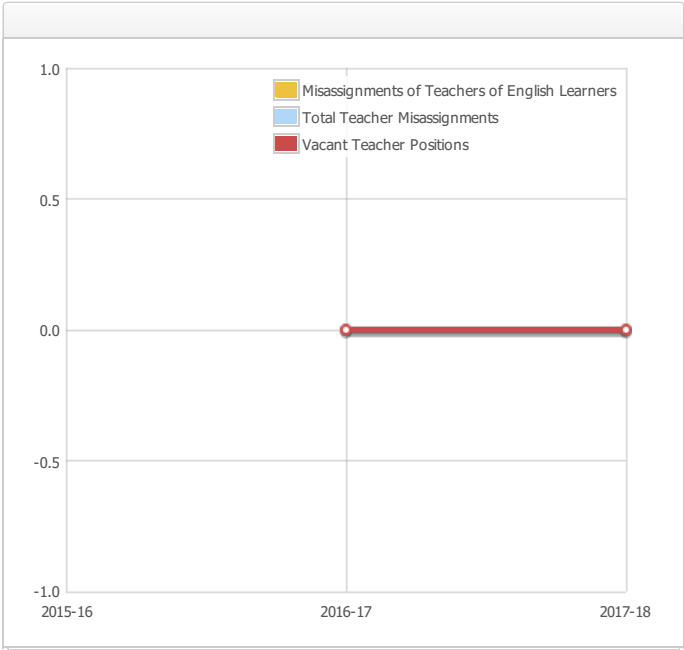
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential		13	16	
Without Full Credential		0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	



Last updated: 1/23/2018

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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.

Last updated: 1/22/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: January 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Great Minds: Wit & Wisdom	Yes	0.0 %
Mathematics	Great Minds: Eureka Math	Yes	0.0 %
Science	K-8: Teacher-made Materials, Mystery Science		0.0 %
History-Social Science	Great Minds: Alexandria Plan NewsELA The DBQ Project (Document Based Questions)	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: 2/1/2018*

### School Facility Conditions and Planned Improvements

Scholarship Prep Charter School (SPCS) was approved by the Orange County Board of Education on December 24, 2015. In August 2015, SPCS began leasing the current site from Newsong Church in Santa Ana. The charter school maintains 20 classrooms, a multipurpose room, an art room, music room, special education 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 campus are in exemplary repair and 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 recently constructed secure fencing with locking, electronic gates around the perimeter of the entire campus.

Newsong Church is the owner of the property and participates in expenditures for major repairs and replacement of existing school building components.

Orange County Fire Department conducted its annual fire inspection of the campus in August 2017. SPCS was given an all clear and the Fire Marshall granted full compliance to SPCS and signed off the facility as exemplary.

*Last updated: 1/23/2018*

### 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: 1/22/2018*

## 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)		31%		28%		48%
Mathematics (grades 3-8 and 11)		21%		22%		37%

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: 2/1/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	185	183	98.92%	30.77%
Male	96	94	97.92%	21.51%
Female	89	89	100.00%	40.45%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	175	174	99.43%	29.48%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	168	167	99.40%	28.31%
English Learners	134	133	99.25%	25.00%
Students with Disabilities	16	15	93.75%	--
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: 1/22/2018*



**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	186	180	96.77%	21.11%
Male	97	94	96.91%	18.09%
Female	89	86	96.63%	24.42%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	176	171	97.16%	19.88%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	169	165	97.63%	19.39%
English Learners	135	132	97.78%	19.70%
Students with Disabilities	16	16	100.00%	25.00%
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: 1/22/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)					56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/22/2018*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/22/2018*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# 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 2016-17)

*Not applicable - The school did not exist before 2016-17.*

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	10.3%	25.6%	20.5%
7	9.5%	23.8%	4.8%

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: 1/22/2018*

## 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 schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

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:

#### **Founding Members Group**

Members of Scholarship Prep is comprised of a group of parents and community members that work with administration in the fulfillment of the school's mission and vision. The group is instrumental in helping to establish a school community that supports all Scholarship Prep students and staff. Each member is expected to demonstrate high integrity to ensure that Scholarship Prep's vision, mission, and values are communicated effectively throughout the community. Founding Members may be added throughout the year.

The Founding

#### **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:

The ELAC is

- 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.

All

# State Priority: Pupil Engagement

Last updated: 1/23/2018

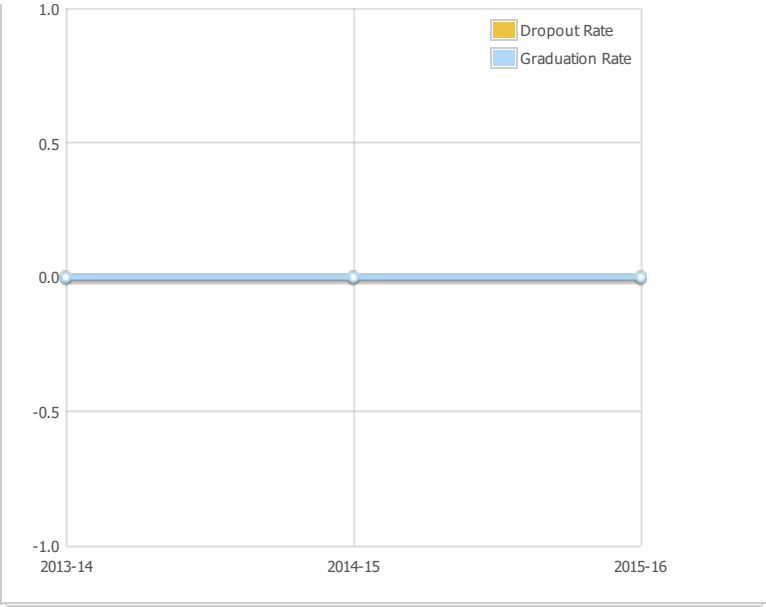
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	29.5%	29.4%	30.4%	81.0%	82.3%	83.8%

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/22/2018

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)***Not applicable - The school is TK-8.*

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	94.7%	87.1%
Black or African American	--	100.0%	79.2%
American Indian or Alaska Native	--	40.0%	80.2%
Asian	--	100.0%	94.4%
Filipino	--	62.5%	93.8%
Hispanic or Latino	--	88.4%	84.6%
Native Hawaiian or Pacific Islander	--	100.0%	86.6%
White	--	100.0%	91.0%
Two or More Races	--	100.0%	90.6%
Socioeconomically Disadvantaged	--	94.0%	85.5%
English Learners	--	74.0%	55.4%
Students with Disabilities	--	78.7%	63.9%
Foster Youth	--	--	--

# State Priority: School Climate

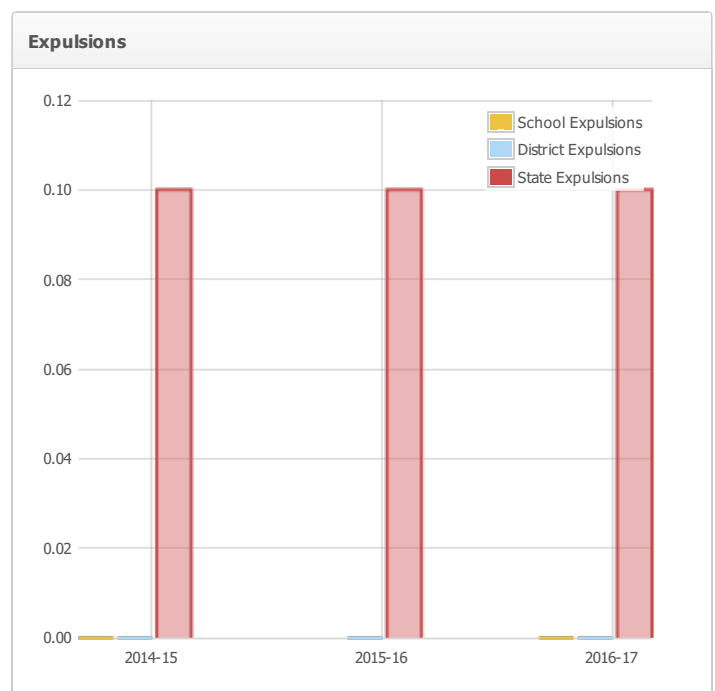
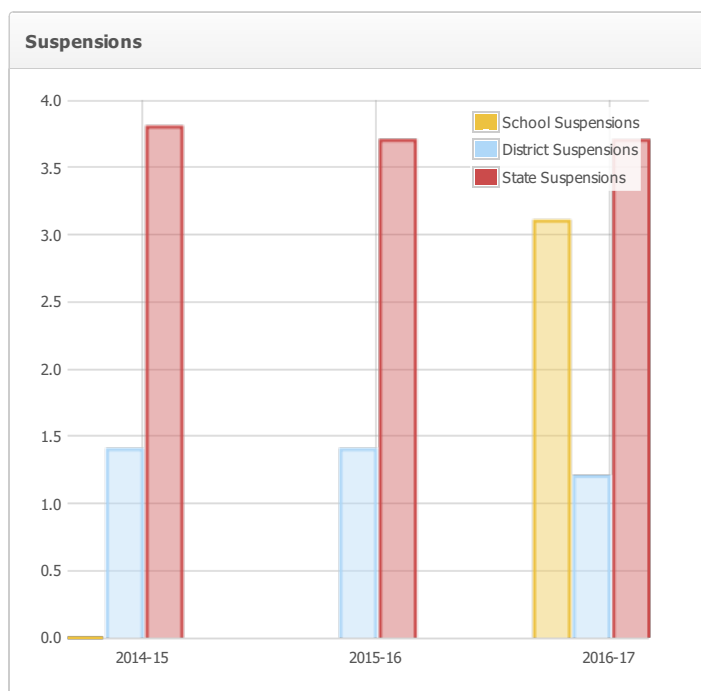
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

## Suspensions and Expulsions

*Not applicable - The school did not exist before 2016-17.*

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	--	3.1%	1.4%	1.4%	1.2%	3.8%	3.7%	3.7%
Expulsions	--	--	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2018

## School Safety Plan (School Year 2017-18)

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 Orange County Superintendent of Schools.

This Emergency Organization Plan was last reviewed, updated, and shared with faculty in November 2017. 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2005-2006
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50.0%

Last updated: 1/22/2018

### Average Class Size and Class Size Distribution (Elementary)

Not applicable - school did not exist before 2016-17

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	24.0	0	2	0
1	0.0	0	0	0	0.0	0	0	0	23.0	0	2	0
2	0.0	0	0	0	0.0	0	0	0	25.0	0	1	0
3	0.0	0	0	0	0.0	0	0	0	23.0	0	2	0
4	0.0	0	0	0	0.0	0	0	0	27.0	0	1	0
5	0.0	0	0	0	0.0	0	0	0	22.0	1	1	0
6	0.0	0	0	0	0.0	0	0	0	24.0	1	1	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	1	1	0

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

Last updated: 1/23/2018



**Average Class Size and Class Size Distribution (Secondary)***Not applicable - school did not exist before 2016-17*

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/22/2018***Academic Counselors and Other Support Staff (School Year 2016-17)**

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

*Last updated: 1/22/2018*

## Types of Services Funded (Fiscal Year 2016-17)

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: 1/23/2018*

## 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 185 work days, which include 180 instructional days, five (5) staff development (non-student) days, two (2) non-student work days (one day prior to and one day after the instructional calendar), and three days for parent/teacher conferences (non-student days).

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: 2/1/2018*