

Scholarship Prep Santa Ana

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 Santa Ana
Street	1010 West 17th St.
City, State, Zip	Santa Ana, CA 92706
Phone Number	714.795.3498
Principal	Dennise Allotey
Email Address	dallotey@scholarshipschools.org
Website	http://scholarshipschools.org/
County-District-School (CDS) Code	30103060134288

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

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.

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

Grade Level	Number of Students
Kindergarten	81
Grade 1	52
Grade 2	53
Grade 3	53
Grade 4	28
Grade 5	43
Grade 6	48
Grade 7	50
Grade 8	28
Total Enrollment	436

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
Asian	0.7
Filipino	0.2
Hispanic or Latino	96.3
Native Hawaiian or Pacific Islander	0.5
White	1.1
Socioeconomically Disadvantaged	88.1
English Learners	33.9
Students with Disabilities	10.8
Foster Youth	0.7
Homeless	0.2

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	16	18	20	
Without Full Credential				
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	0
Total Teacher Misassignments*	0	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	Yes	0.0 %
Mathematics	Great Minds: Eureka Math	Yes	0.0 %
Science	Amplify Science	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 %
Visual and Performing Arts	K-8: Teacher-made Materials	Yes	0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

Scholarship Prep Santa Ana was approved by the Orange County Board of Education on December 24, 2015. In August 2015, Scholarship Prep 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 SPSA. SPSA 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 Scholarship Prep and signed off the facility as exemplary.

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	
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)	50	54	40	44	50	50
Mathematics (grades 3-8 and 11)	57	61	30	32	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	247	246	99.60	0.40	54.29
Male	127	126	99.21	0.79	46.40
Female	120	120	100.00	0.00	62.50
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	236	235	99.58	0.42	54.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	231	230	99.57	0.43	53.71
English Learners	162	161	99.38	0.62	46.88
Students with Disabilities	30	30	100.00	0.00	30.00
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	247	246	99.60	0.40	60.98
Male	127	126	99.21	0.79	61.90
Female	120	120	100.00	0.00	60.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	236	235	99.58	0.42	60.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	231	230	99.57	0.43	60.87
English Learners	162	161	99.38	0.62	54.04
Students with Disabilities	30	30	100.00	0.00	26.67
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

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	23.9	34.8	26.1
7	20.4	38.8	26.5

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.

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 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: 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	3.1	2.1	1.7	1.2	1.8	1.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Scholarship Prep 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 Scholarship Prep 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 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		2		25		2		20	2	2	
1	23		2		27		2		26		2	
2	25		1		25		2		27		2	
3	23		2		26		1		27		2	
4	27		1		26		2		28		1	
5	22	1	1		30		1		22		2	
6	24		1		25		2		24		2	
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	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.5

*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	10,829.56	1,626.03	9,203.53	56,246

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)

SPSA 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.

SPSA runs a full-inclusion program for all of our EL students. The ELD program at Scholarship Prep includes Integrated and Designated ELD, as well as an aggressive progress monitoring for students, and a comprehensive professional development plan for teachers.

The Integrated ELD program at Scholarship Prep is grounded in ensuring that teachers are actively working to provide learning environments that are language focused, language-rich, inclusive, and foster meaningful, scaffolded participation for ELs. To do this, all lessons will have both language and content objectives posted for every lesson, teachers will engage in routine for language-rich, inclusive environments that includes Scholars speaking in complete sentences, use of randomizing and rotating when calling on Scholars to participate, and teachers will provide opportunities for structured discourse, structured reading, and/or structured writing in every lesson. Additionally, instruction scaffolded for ELs through 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.

The designated ELD program at Scholarship Prep is designed to help students build the literacy and language skills necessary to meaningfully access academic content by focusing on the language skills and functions (as outlined in the CA ELD Standards) necessary to meet and exceed content standards across the curriculum. In the Designated Program at Scholarship Prep, students classified as EL receive at least 30 min of ELD instruction, twice a week, outside their integrated instruction. Students in grades K-2 receive their ELD instruction in small group rotations as part of their literacy instruction. They use curricular resources through RAZ Kids, as well as, resources provided by the Literacy Intervention Coach to support students in their language acquisition and foundational literacy skills. Students in grades 3-8 will receive their ELD instruction during their flex period, and use the ESL ReadingSmart curriculum. For all EL students progress is monitored at least once a quarter, with more frequent progress monitoring for struggling students.

Scholarship Prep trains staff through a professional development series on the implementation ELD standards, the expectations on ELPAC, and the rollout of effective integrated and designated ELD. The goals of the ELD PD series include: defining and integrated and designated ELD at Scholarship Prep, understanding and utilizing the CA ELD standards as part of both integrated and designated ELD, planning for and implementing designated ELD, creating language-rich, inclusive environments in every classroom, and providing effective structured discourse opportunities, and engaging in ELD PLCs to analyze data and effectively plan for ELs. Each PD session is followed up with bi-monthly instructional walkthroughs to ensure implementation and drive further coaching and PD as needed. Data from walkthroughs is shared openly with teachers to increase accountability and collaboration among teachers and across campuses.

EL student data is also closely monitored to ensure progress. Data points include, but are not limited to: reading (MAP, DIBELS, iReady, and/or Freckle), writing (in-house and curricular assessments), and math (Eureka, Freckle, ST), as well as state assessments (IAC and CAASPP). Data is used to drive PD and on-going coaching cycles with grade levels and individual teachers.

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	%	%
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/>.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.

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

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

SPSA is committed to increasing the instructional skills of teachers and leaders. The Staff Development program at SPSA 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 gradelevel 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.