



[SARC Home](#) » Scholarship Prep - South Bay

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 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/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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net
School Contact Information (School Year 2020–2021)	
School Name	Scholarship Prep - South Bay
Street	24910 S. Avalon Blvd.
City, State, Zip	Wilmington, Ca, 90744-1029
Phone Number	424-203-0343
Principal	Harris Luu
Email Address	info@scholarshipschools.org
Website	https://southbay.scholarshipschools.org

County-District-School (CDS) Code 19647330139097

Last updated: 1/12/2021

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

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 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.

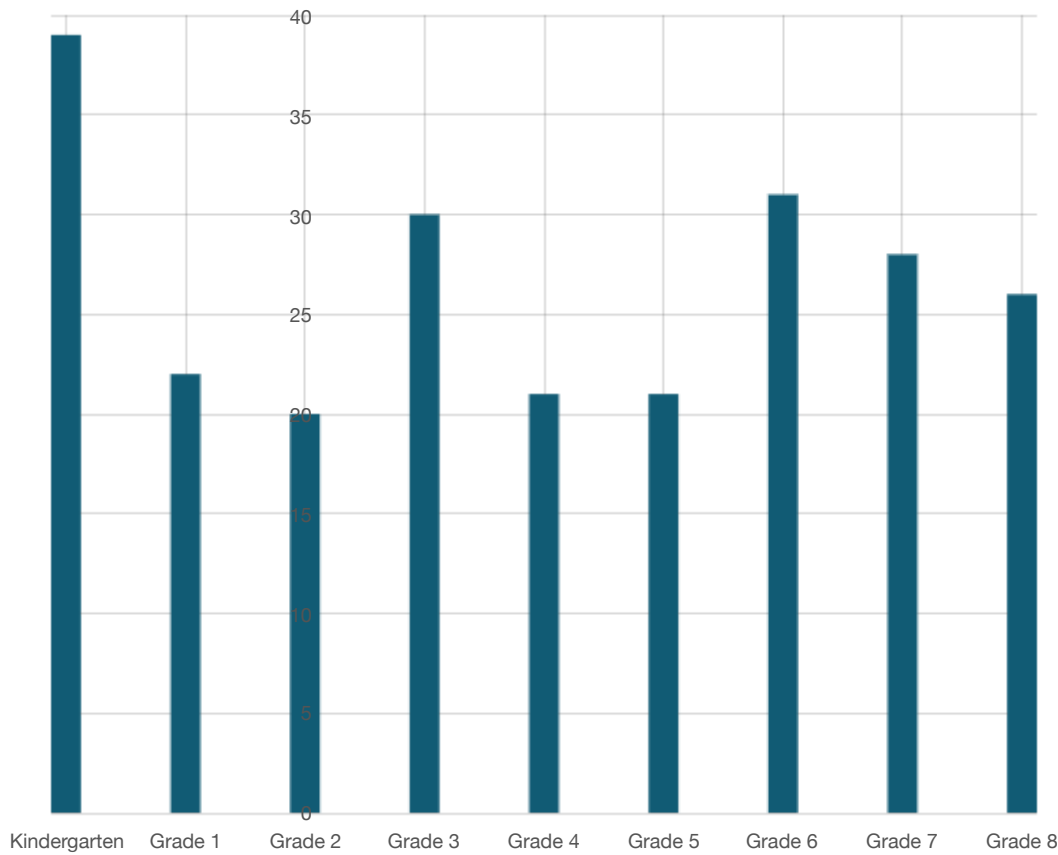
We are committed to provide a university-inspired pathway of success while closing the achievement gap for all students, including those underserved. We believe in establishing a sustainable education program where scholarship is the standard, diversity is treasured, and parents are partners in student 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: 1/12/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
Number of Students	39	22	20	30	21	21	31	28	26	



Last updated: 1/12/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or L
Percent of Total Enrollment	23.50 %	1.30 %	2.50 %	2.50 %	61.30 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	63.90 %	10.90 %	9.70 %	%	

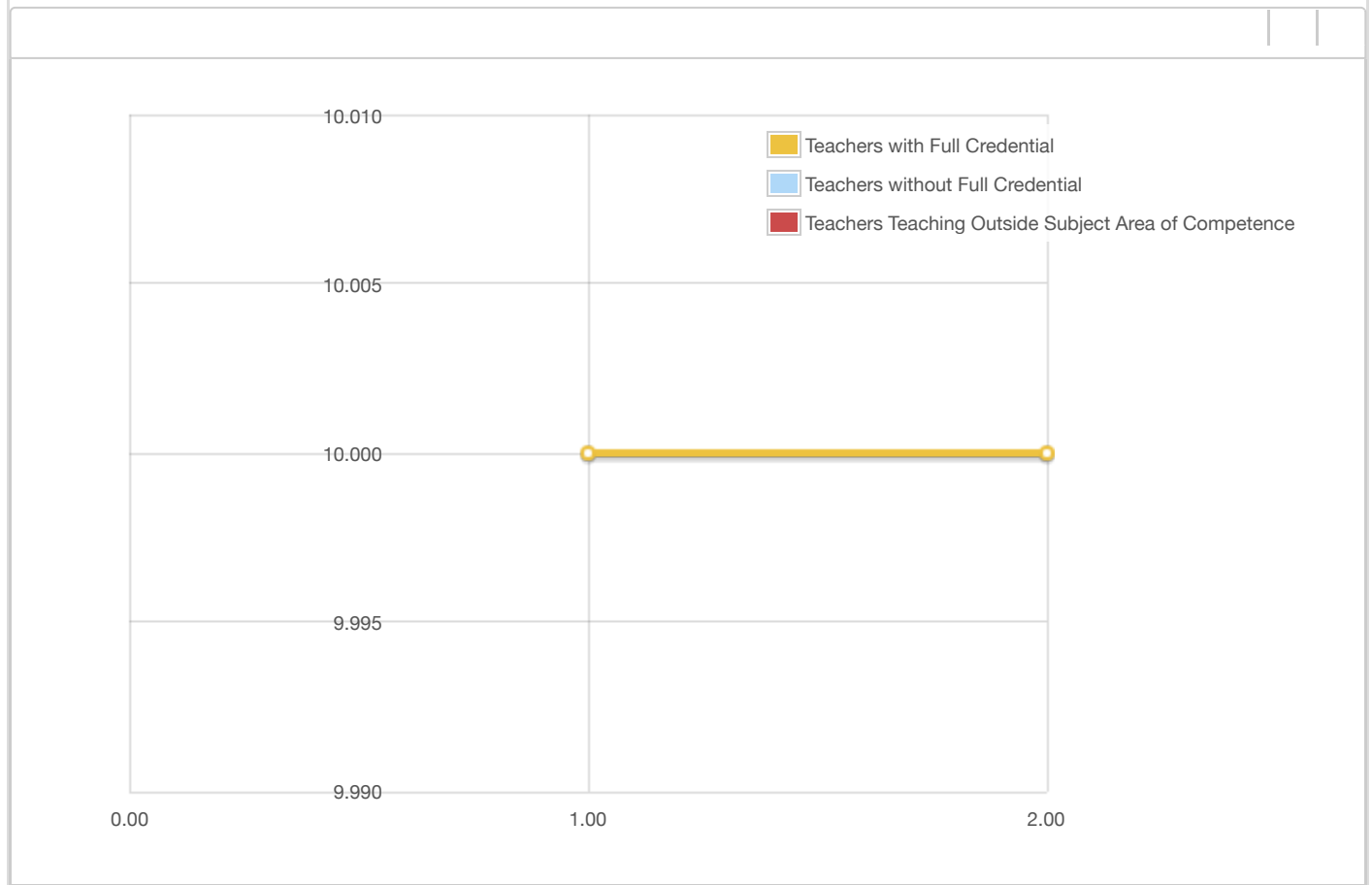
State Priority: Basic

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

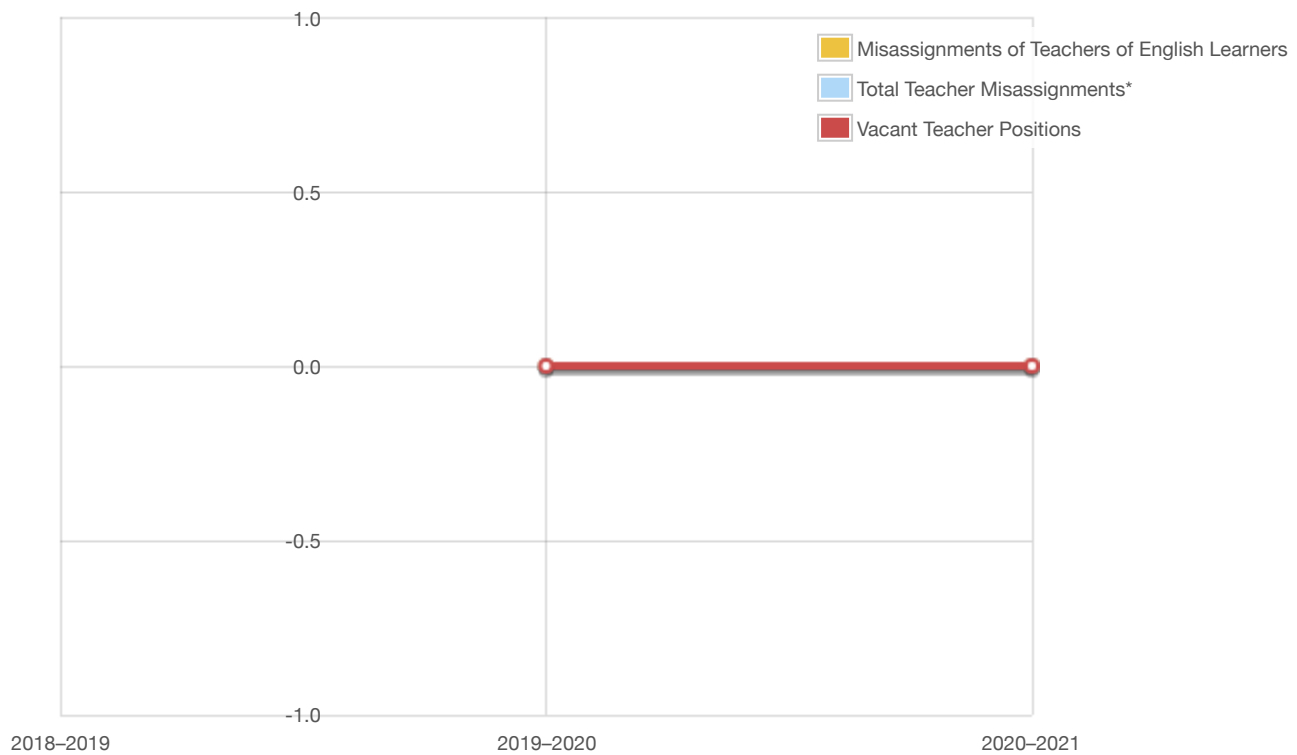
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential		10	10	
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/12/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
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: 1/12/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

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

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	0.00 %
Mathematics	Great Minds: Eureka Math	Yes	0.00 %
Science	Amplify Science	Yes	0.00 %
History-Social Science	Studies Weekly (K-3) History Alive (4-8)	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts			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: 1/12/2021

School Facility Conditions and Planned Improvements

Scholarship Prep leases the current site from Port City Church.

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 Scholarship Prep.

Based on the recent FIT inspection, Scholarship Prep scored GOOD on all categories and overall.

Last updated: 1/12/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

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

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2021

Overall Rating	Good
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Last updated: 1/12/2021

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.

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

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 2020–2021)

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

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	--	--
School 2018–2019	0.80%	0.00%
District 2017–2018	0.70%	0.00%
District 2018–2019	3.50%	0.10%
District 2018–2019	3.50%	0.10%

State
2017–2018

Suspensions and Expulsions for School Year 2019–2020 Only

State
2019–2020

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	1.00%	0.00%
District 2019–2020	--	--
District 2019–2020	--	--

State
2019–2020

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

The SPOS 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 SPOS. 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 Los Angeles Unified School District.

This Emergency Organization Plan was last reviewed, updated, and shared with faculty in December 2020. Safety Committee meetings occur regularly throughout the school year.

Last updated: 1/12/2021

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 (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size								
Number of Classes * 1-20								

Number of Classes * 21-32 * 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.

Number of Classes * 33+

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size								
Number of Classes * 1-20								

**Number of Classes *
21-32** * 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.

**Number of Classes *
33+**

Average Class Size and Class Size Distribution (Elementary) School Year (2019–

2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	20.00	23.00	20.00	30.00	21.00	21.00	31.00	
Number of Classes * 1-20	1		1					
Number of Classes * 21-32	1	1		1	1	1	1	

**Number of Classes *
33+**

* 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: 1/12/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	238.0

*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.

Last updated: 1/12/2021

Student Support Services Staff (School Year 2019–2020)

Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)
1.00
Library Media Teacher (Librarian)
Library Media Services Staff (Paraprofessional)

	Number of FTE* Assigned to School
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other	1.00

*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: 1/12/2021

Types of Services Funded (Fiscal Year 2019–2020)

SPSB 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.

SPSB 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.

Last updated: 1/12/2021

Professional Development

Measure	2018– 2019	2019– 2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement		13	13

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
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Sacramento, CA 95814