Wonderful College Prep Academy
2021-22 School Accountability Report Card
Reported Using Data from the 2021-22 School Year
California Department of Education

Home	Our Guide	Resources	Contact Us

Address:	2070 Venido St. Oxnard, CA 93036-1627	**Principal:**	Ana Martinez
Phone:	(805) 757-3867	**District Name:**	Oxnard School District

By Policy, 1 of each year, every school in California is required by state law to produce a School Accountability Report Card (SARC). The SARC contains information about the school and comparison of the school to the district and the county. Specifically, SARCs contain a wide variety of data including but not limited to student achievement, staffing, and school facilities. Schools are also 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 and resources to prepare a SARC, please visit the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ds/sp/ai/.
- 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 system maintained by the CDE. DataQuest is a dynamic web application 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 (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 information that is easy to access and navigate, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are generally accessible (e.g., the California Media Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other uses restrictions may include the hours of operation, the length of time that a combination may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Ana Martinez

Principal, Wonderful College Prep Academy

Mission Statement

Wonderful college prep academy™

Contact Wonderful College Prep Academy
2070 Venido St.
Oxnard, CA 93036-1627

Phone: (805) 757-3867
Email: ana.martinez@oxnardschoolsprep.org

Contact Information (School Year 2022-23)

District Contact Information (School Year 2022-23)	
District Name	Oxnard School District
Phone Number	(805) 486-4450
Superintendent	Rocha, Mike J.
Email Address	rubio@oxnard.org
Website	www.oxnardsd.org/wpengine/wp-content/uploads/2022-23-Calendar.pdf

School Contact Information (School Year 2022-23)	
School Name	Wonderful College Prep Academy
Street	2070 Venido St.
City, State, Zip	Oxnard, CA, 93036-1627
Phone Number	(805) 757-3867
Principal	Ana Martinez
Email Address	ana.martinez@oxnardschoolsprep.org
Grades	Kindergarten-Grade 11
County-District-School (CDS) Code	56725676109260

Last updated: 12/8/22

School Description and Mission Statement (School Year 2022-23)

Wonderful College Prep Academy (WCPA) is TK-11 WASC accredited college preparatory charter school situated in the agriculturally relevant and growing city of Oxnard. WCPA offers all students a longer school day and longer school year, providing a rigorous standards-aligned curriculum program. In partnership with Bakersfield Community College, Wonderful College Preparatory Academy provides high school students with access to college courses and credits while still in high school. Students can earn up to 60 units of college credit while completing their high school and college graduation students may earn a high school diploma and an Associate degree. Through its commitment to ensuring every student in college and career readiness, WCPA has implemented a Multi-tiered System of Support to address the academic, social-emotional, behavioral, and mental health needs of its students.

Currently, Wonderful College Prep Academy serves 1000 students in grades TK-11 with demographics reflective of the community we serve: 95% Hispanic, 2% Filipino, 2% White, 1% Asian, 1% Students with Disabilities, 50% English Learners, 5.5% Foster Youth, 0.5% Homeless Youth, and 98% Socioeconomically Disadvantaged.

Mission A great education begins with a nurturing, engaging, community-centered school environment, built on top of a strong and well-rounded academic foundation. Our graduates leave Wonderful College Prep Academy as critical thinkers and lifelong learners, equipped to earn a college degree and become the next generation of leaders in the Central Valley.

At the Elementary School level, we set the stage for success, offering engaging educational activities, including yoga and KU, with small group instruction, in a safe and caring environment. At the Middle School level, students are prepared for success in the 21st century with a rigorous college ready course focused on learning neuro-scientific, participatory-based activities, such as Project Lead the Way. At High School students have access to free college level course credits, and students can graduate earning both a high school diploma and associate degree.

Last updated: 12/8/22

Student Enrollment by Grade Level (School Year 2021-22)

Grade Level	Number of Students
Kindergarten	157
Grade 1	140
Grade 2	142
Grade 3	144
Grade 4	148
Grade 5	141
Grade 6	152
Grade 7	162
Grade 8	162
Grade 9	174
Grade 10	168
Grade 11	163
Grade 12	192
Total Enrollment	1974

Without students, we not met in the pinched pandemic. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 12/8/22

Student Enrollment by Student Group (School Year 2021-22)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	51.42%	English Learners	32.39%
Male	48.63%	Foster Youth	5.35%
Non-Binary	0.00%	Homeless	0.35%
American Indian or Alaska Native	0.10%	Migrant	0.15%
Asian	0.70%	Socioeconomically Disadvantaged	86.00%
Black or African American	0.00%	Students with Disabilities	5.20%
Filipino	2.16%		
Hispanic or Latino	95.25%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.30%		
White	1.40%		

Last updated: 12/8/22

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the basic 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 Preparation and Placement (School Year 2020-21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	54.00	58.15	218.00	81.34	230,666.00	83.12
Intern Credential Holders Properly Assigned	13.60	14.67	22.00	8.07	4,934.00	4.02
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8.70	9.73	10.00	3.25	13,916.70	4.68
credentialed Teachers Assigned Out-of-Field (1st out-of-field" under ESSA)	13.70	14.88	46.00	13.17	1,019.80	4.37
Unknown	4.00	4.27	25.70	.111	18604.40	8.86
Total Teaching Positions	93.00	100.00	263.70	100.00	279,780.90	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/8/22

Teacher Preparation and Placement (School Year 2021-22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/8/22

Teachers Without Credentials and Misassignments (unofficial "ineffectives" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	4.80	
Misassignments	1.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	6.70	

Last updated: 12/12/22

Credentialed Teachers Assigned Out-of-Field (unofficial "out-of-field" under ESSA)

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	3.00	
Total Out-of-Field Teachers	13.70	

Last updated: 12/12/22

Class Assignments

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learner taught by teachers that are misassigned)	8.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	31.00	

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ca/tq/smaqb/tqhs/terms.asp.

Last updated: 12/12/22

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021-22)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts, Literature	• Reading Foundations (Phonemic Awareness and Phonics) • Literature • Reading Comprehension • GL Achieve Systematic ELD Level 1(2 responding/interrelated) • GL Achieve Systematic ELD Level 2(3 & 4 Springboard/Level) • Reading Intervention (Leveled Literacy Intervention) (2016) • Spalding Oxford Vocabulary Workbook, (2016) • Reading Plus (2016) • Lexia Core 5 (2016) • Voyager - SILO (2016) • Lexia (2016) • Readers & Writers Workshop • Reading Plus • Elementary: Wilt & Wolfson, Great Minds (2020) • McGraw Hill GRA - Reading Mastery (2021) • Lexia Core5 Intervention • Zaner Bloser Handwriting (2018)	Yes	0%
Mathematics	• Eureka Math+ 1 • College Preparatory Mathematics (2015) • IXL (2015) • Zaner Bloser Math (2016) • Glencoe Math (2017) • Carnegie Math (2016) • Math Intervention (2016) • Great Minds (2019) • Illustrative Math	Yes	0%
Science	• Focus on Earth Science (2015) • Focus on Life Science (2015) • Focus on Physical Science (2015) • Glencoe: Earth Science (2016) • Glencoe: Life Science (2016) • Prentice Hall - Chemistry (2016) • Glencoe Physics (2016) • Elementary: STEM/Legacy (2019)	Yes	0%
History-Social Science	• We the People: Citizen and the Constitution, (2019) • Prentice Hall Economics (2015) • Prentice Hall: US History, Modern America (2016) • Glencoe: World History (2016) • BBC Africa (2020) • Elementary: Studebaker (2019)	Yes	0%
Foreign Language	• Passport, Realidades (2016) • Spanish Novels	Yes	0%
Health	• Teacher created instructional materials for Comprehensive Health and Physical Education (2016) • Instructional materials developed by Ventura County Office of Education (SexEd)	Yes	0%
Visual and Performing Arts	• Ceramics • McGraw, Hill Glencoe Art TAB (2016)	Yes	0%
Science Lab Equipment (Grades 9-12)	N/A	N/A	0%

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

Last updated: 12/8/22

School Facility Conditions and Planned Improvements

Wonderful College Prep Academy ensures that its school sites are safe, and clean at all times. The custodial staff has established cleaning standards outlined and recommended by the State and County Department of Environmental Health.

Wonderful College Prep Academy ensures that its school sites are in good repair by using the CDE's facility inspection Tool (FIT) Report which is reported annually on the SARC, LCAP, and Local indicators Report. The determination of repair status is based on the most recent facility inspection as documented on the FIT report.

Last updated: 12/8/22

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 date that the facility inspection was collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2022

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: December 2022

Overall Rating	Exemplary

Last updated: 12/8/22

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 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 based on the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student populations:
- The California Assessment of Student Performance and Progress (CAASPP) includes the following:
  - **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  - **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready**: 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.

Last updated: 12/8/22

Grades Three through Eight and Grade Eleven Testing and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	27%	N/A	35%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	27%	N/A	33%	N/A	33%

Note: Where it was the most viable option, in 2020-21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment administered to their students during the school year. Therefore, data for 2020-21 may not be comparable to 2021-22 data.
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: Data for all students with valid test scores are shown in 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 CAA plus the total number of students who met the standard on the Smarter Balanced Summative Assessment plus the total number of students who met or exceeded the standard in the Smarter Balanced Summative Assessment plus the total number of students who participated in both assessments.
Note: "N/A" means data for this cell are not available.
Note: The "-" indicates that no students in this category 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: 12/12/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1641	1525	92.93	7.07	26.87
Female	522	518	99.23	0.77	24.81
Male	1119	1015	90.72	9.27	28.76
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	68.42
Hispanic or Latino	1560	1451	93.01	6.93	25.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	14	100.00	0.00	45.45
English Learners	529	521	97.57	2.43	18.51
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1411	1304	92.48	7.72	24.62
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	73	60	82.19	6.85	10.34

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 CAA plus the total number of students who met the standard on the Smarter Balanced Summative Assessment plus the total number of students who met or exceeded the standard in the Smarter Balanced Summative Assessment plus the total number of students who participated in both assessments.
Note: Data for all students with valid test scores are shown in 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 CAA plus the total number of students who met the standard on the Smarter Balanced Summative Assessment plus the total number of students who met or exceeded the standard in the Smarter Balanced Summative Assessment plus the total number of students who participated in both assessments.
Note: "N/A" means data for this cell are not available.
Note: The "-" indicates that no students in this category 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: 12/12/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021-22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1641	1523	92.81	7.19	26.87
Female	522	518	99.23	0.77	24.81
Male	1119	1015	90.72	9.27	28.76
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	68.42
Hispanic or Latino	1560	1451	93.01	6.93	25.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	14	100.00	0.00	45.45
English Learners	529	521	99.06	0.91	15.43
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1411	1304	99.44	0.56	23.60
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	73	60	94.52	5.48	4.35

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 CAA plus the total number of students who met the standard on the Smarter Balanced Summative Assessment plus the total number of students who met or exceeded the standard in the Smarter Balanced Summative Assessment plus the total number of students who participated in both assessments.
Note: Data for all students with valid test scores are shown in 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 CAA plus the total number of students who met the standard on the Smarter Balanced Summative Assessment plus the total number of students who met or exceeded the standard in the Smarter Balanced Summative Assessment plus the total number of students who participated in both assessments.
Note: "N/A" means data for this cell are not available.
Note: The "-" indicates that no students in this category 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: 12/12/22

CAASPP Test Results in Science for All Students
Grades One, Eight and High School (School Year 2021-22)
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	147	23.68	1.80	0	29.73	29.67

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard on the CAA. Note: Data for all students with valid test scores are shown in the "All Students" row. Data for California are based on data from all California public schools.
Note: For any 2020-21 data cells with "N/A" values indicate that the school did not test students using the CAASPP for Science.
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: 12/12/22

CAASPP Test Results in Science by Student Group
Grades One, Eight and High School (School Year 2021-22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	447	402	89.93	10.7	23.88
Female	233	230	99.65	1.35	21.73
Male	214	205	96.21	3.79	24.88
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	426	419	98.36	1.64	22.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--

English Learners	117	113	96.58	3.42	3.54
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	389	364	93.71	1.29	2.59
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	30	90.91	9.09	0.00

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

Last updated: 7/2/2021

Career Technical Education (CTE) Programs (School Year 2021-22)

Wonderful College Prep Academy does not offer a CTE Program.

Last updated: 7/2/2021

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	74.08%

Last updated: 7/2/2021

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021-22)
Percentage of Students Participating in Local and Six Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Flexibility	Component 3: Trunk Extension Strength and Endurance	Component 4: Upper Extremity Strength and Endurance	Component 5: Flexor and Extensor
5	91.0%	97.0%	95%	91.0%	94.0%
7	100%	100%	100%	100%	100%
9	94.2%	94.2%	94.2%	94.2%	89.7%

Note: Due to changes in the 2021-22 PFT administration, only participation results are required for these five fitness areas.
Note: Double dash(--) appears in the table when the number of students is ten or less, either because 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: 7/2/2021

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022-23)

Wonderful College Prep Academy provides all parents (including those of unduplicated pupils, LBT, and Students with Disabilities with opportunities to participate in the school community, school governance, and school activities. Parent input is sought through various committees, including Parent Advisory Committee, Increasing Pupil Achievement, Care Team and Leadership.
WCPA makes available to parents the Parent Engagement & Education Center that provides parents with a safe and welcoming learning center that provides a variety of services to parents. The PEC is a place where parents can: Meet with teachers and administrators, meet informally with teachers, facilitate workshops, provide parent education classes, and facilitate mentor/peer/parent groups for families/students.
Parents are encouraged to participate in the following parent workshops and speak speakers on essential topics to engage parents in their child's education. Topics include but are not limited to:

- Parenting in the digital age
- Attendance/Truancy abatement
- Understanding student report cards and academic grades
- Understanding the Common Core State Standards
- Tips for providing a healthy environment conducive to learning for your child at home
- Accessing and navigating school resources including the Wonderful Wellness Center
- Understanding the A-G College Prep Curriculum
- How to access the Parent Education Center and attendance, academic progress, communication with teachers
- Using PowerSchool application
- Tips for Parents of Students Preparing to graduate
- For EL Navigating College Applications Process, Financial Aid (FAFSA) Application, & UC A-G requirements
- Parent Leadership Training

For Special/Emergency/ Homelessness Students with Disabilities (SWD) the following Partners in Special Education workshops are offered:

- Dealing with stresses and anxiety (SWD) 36
- Positive Parenting
- Positive Discipline

Families are surveyed annually, and results will be reported on the LCAP, parent meetings, and staff visits.
All correspondence sent to families/guardians is provided in English and translated to Spanish, as identified by our (primary) language survey and the Home Language Survey. Translation services are provided to families/guardians in other languages through the following coordinators (that include parents representing Unduplicated Pupils and Students with Disabilities (SWD):
- English Advisory Committee (ELAC) (ML4C, EL, FY, PIC, per CA EC 52062(a)(2))
- Parent Advisory Committee (PAC) (ML4C per CA EC 52062(a)(1))
- All Parent Advisory Meetings

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Dropout Rate	3.8%	0.7%	10.9%	10.0%	9.0%	8.1%
Graduation Rate	95.3%	99.3%	85.0%	84.4%	84.2%	83.6%

Last updated: 7/2/2021

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021-22)

Student Group	Number of Students in Cohort	Number of Dropouts	Cohort Graduation Rate
All Students	145	140	96.5
Female	79	76	96.2
Male	66	65	100.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	137	135	98.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	39	38	97.4
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	143	142	99.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	13	13	100.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/cohortgrad.asp.

Chronic Absenteeism by Student Group
(School Year 2021-22)

For the 2021-22 school year, the dashboard lookback timeline of chronic absenteeism rates in the 2021-22 school year due to ongoing factors related to the COVID-19 pandemic. Lookback includes the COVID-19 data throughout and two County Offices with multiple children exposed to the virus leading to cross contamination, multiple families living in the same household, and the strict local and state health department guidelines on attending school due to COVID-19 infection and/or exposure.

For the 2022-23 school year, an increased commitment with families, provided face consequences, and expanded the Student Wellness Center to include mental health services and a Wellness Coach, Wonderful College Prep Academy has minimized chronic absenteeism. Wonderful College Prep Academy continues to focus on attendance, monitoring for red zone, truancy, and excusals.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2073	2016	340	21.6
Female	1007	1000	215	30.0
Male	1065	976	246	25.4
American Indian or Alaska Native	1	1	0	0.0
Asian	21	19	2	14.3
Black or African American	7	5	1	20.0
Filipino	44	44	1	4.5
Hispanic or Latino	1863	1814	536	29.5
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	21	20	2	10.0
White	31	28	8	27.6
English Learners	661	652	195	29.9
Foster Youth	9	9	4	44.4
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	1798	1755	529	30.2
Students Receiving Migrant Education Services	16	16	5	31.3
Students with Disabilities	153	147	46	31.3

Last updated: 7/2/2021

State Priority: School Climate

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

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

Suspensions and Expulsions (School Year 2020-21)
(data collected between July through February, as a partial school year due to the COVID-19 pandemic)

Rate	School 2018-19	District 2018-19	State 2018-19
Suspensions	2.70%	4.59%	2.45%
Expulsions	0.00%	0.00%	0.09%

Note: The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons to rates of suspensions and expulsions in the 2019-20 school year compared to other school years.
Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

For the 2022-23 school year, an area of concern was the escalating rates of anxiety, trauma, student behavioral issues, and significant class disruptions, after the stress and trauma of the COVID-19 pandemic. Wonderful College Prep Academy is committed to providing social-emotional and behavioral-educational support to students in mental health need of our students.

Wonderful College Prep Academy continues to strengthen its implementation of PBIS, Tier2 PBIS celebrations and incentives, and recognize students that exude positive behavior attributes. The Social Workers and Student Affairs Specialist conducts home visits of impassible phone attempts to reach families that have identified as disengaged in school or have been chronically absent or truant. Wonderful College Prep Academy continues to implement Tier2 PBIS interventions and other behavioral issues.

Students have access to the Wonderful Student Wellness Center that provides comprehensive wraparound services, critical to the continuity we serve. It is a collaborative model of care that is sensitive to the unique needs of our students and their families, a vulnerable population facing significant barriers to access. School based Health Centers (SBHCs) provide vital mental health care access in poverty-stricken communities and underserved communities.

Rate	School 2020-21	District 2020-21	State 2020-21	School 2021-22	District 2021-22	State 2021-22
Suspensions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode delivered in response to the COVID-19 pandemic.

Last updated: 7/2/2021

Suspensions and Expulsions by Student Group
(School Year 2021-22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.0%	0.00
Male	0.07	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.73	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.70	0.00
Students Receiving Migrant Education Services	12.00	0.00
Students with Disabilities	1.96	0.00

Last updated: 7/2/2021

School Safety Plan (School Year 2022-23)

The School Safety Plan including the Health & Safety Plan was reviewed, and updated with the input of our educational partners, and guidance from the County and State Health Department during the 2022-23 school year, and will be updated at least every six months. Wonderful College Prep Academy conducts monthly safety drills and through drills and ensures compliance with CA Education Codes 35270-35296(1-2)Will include: 1. Lockdown 2. Shelter in Place
- Operator procedures, routine, and emergency, including adaptations for students with disabilities
- Procedures for reunification with students
- Procedures for notify teachers of dangerous pupils
- Procedures for students who are ill or injured, including crisis reporting procedures/protocols
- A schoolwide stress-care-crisis, include the prohibition of gang-related apparel
- Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
- Procedures for maintaining a hate crime reporting and tracking at the school
- Rules and procedures on school discipline are adopted
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and other dangerous weapons
- Use of PPE and thermogun cleaning to further mitigate the spread of COVID-19
- Procedures for Safety Return to In-Person Instruction

Wonderful College Prep Academy (WCPA) is committed to ensuring that students are free of bullying, harassment, discrimination, sexual violence, cyberbullying, intimidation, and physical attacks. Each school site has a supply of first aid water on campus for all students and staff in the event of an emergency. The evacuation plan is clearly posted on the wall of every classroom.
Wonderful College Prep Academy (WCPA) has a Safety Committee that includes safety committee and actively works with neighboring districts and the local police and fire departments to ensure the safety of the school. Wonderful College Prep Academy employs school counselors, and a school psychologist and has access to on site health and mental health professionals at the School Wellness Center who are prepared to respond to students in crisis situations.

Last updated: 7/2/2021

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2019-20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	29.00		6	
1	29.00		5	
2	29.00		5	
3	29.00		5	
4	27.00		5	
5	29.00		4	
6	35.00	2	43	4

Other**:

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020-21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	27.00		5	
1	26.00		5	
2	25.00		6	
3	27.00		5	
4	24.00		6	
5	27.00		5	
6	31.00	16	39	

Other**:

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2021-22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	26.00		5	
1	26.00		5	
2	30.00		5	2
3	34.00		6	2
4	33.00		5	2
5	33.00		6	2
6	24.00	11	43	4
Other**	136.00		0.00	3

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) School Year 2018-19

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	34	41	
Mathematics	24.00	33	38	2
Science	24.00	31	37	
Social Science	24.00	9	20	1

* Number of classes indicates how many classes(sections) 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.

Average Class Size and Class Size Distribution (Secondary) School Year 2019-20

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	34	38	2
Mathematics	24.00	16	37	
Science	24.00	12	37	
Social Science	35.00	27	27	4

* Number of classes indicates how many classes(sections) 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.

Average Class Size and Class Size Distribution (Secondary) School Year 2020-21

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	14	43	
Mathematics	27.00	5	49	4
Science	23.00	15	21	
Social Science	23.00	13	22	

* Number of classes indicates how many classes(sections) 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: 7/2/2021

Ratio of Pupils to Academic Counselor (School Year 2021-22)

Title	Ratio
Pupils to Academic Counselor*	319.00

* 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: 7/2/2021

Student Support Services Staff (School Year 2021-22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	3.00

* 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: 7/2/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020-21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,906.00	$2,732.00	$11,173.00	$67,941.00
District	N/A	N/A	$7,556.85	--
Percent Difference – School Site and District	N/A	N/A	19.70%	--
State	N/A	N/A	$10,512.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/22

Teacher and Administrative Salaries (Fiscal Year 2020-21)

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/fi/cs/.

Last updated: 7/2/2021

Advanced Placement (AP) Courses (School Year 2021-22)

Wonderful College Prep Academy does not offer AP courses.

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0

Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

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

Last updated: 1/26/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	7	10	12

Last updated: 1/30/23