

**Wonderful College Prep Academy - Lost Hills**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	14848 Lamberson Ave. Lost Hills, CA , 93249	<b>Principal:</b>	Ms. Ana Martinez, Interim Superintendent
<b>Phone:</b>	(661) 797-2220	<b>Grade Span:</b>	K-12

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

### Ms. Ana Martinez, Interim Superintendent

Principal, Wonderful College Prep Academy - Lost Hills

#### About Our School

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#### Contact

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Wonderful College Prep Academy - Lost Hills  
14848 Lamberson Ave.  
Lost Hills, CA 93249

Phone: (661) 797-2220

Email: [ana.martinez@wonderfulcollegeprep.org](mailto:ana.martinez@wonderfulcollegeprep.org)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

<b>District Name</b>	Kern County Office of Education
<b>Phone Number</b>	(661) 636-4000
<b>Superintendent</b>	Barlow, Mary
<b>Email Address</b>	<a href="mailto:mabarlow@kern.org">mabarlow@kern.org</a>
<b>Website</b>	<a href="http://www.kern.org">www.kern.org</a>

### School Contact Information (School Year 2021—2022)

<b>School Name</b>	Wonderful College Prep Academy - Lost Hills
<b>Street</b>	14848 Lamberson Ave.
<b>City, State, Zip</b>	Lost Hills, CA , 93249
<b>Phone Number</b>	(661) 797-2220
<b>Principal</b>	Ms. Ana Martinez, Interim Superintendent
<b>Email Address</b>	<a href="mailto:ana.martinez@wonderfulcollegeprep.org">ana.martinez@wonderfulcollegeprep.org</a>
<b>Website</b>	<a href="http://www.wonderfulcollegeprepacademy.org">http://www.wonderfulcollegeprepacademy.org</a>
<b>County-District-School (CDS) Code</b>	15101570135467

Last updated: 1/18/22

## **School Description and Mission Statement (School Year 2021—2022)**

For over 10 years, The Wonderful Company, founded by Lynda and Stewart Resnick, has been working side-by-side with the residents of the Central Valley to impact positive, lasting change in the community, with education at the center of multi-generational change. The Resnick's have generously sponsored several initiatives to improve the community of Lost Hills - including preschools, a park and health and wellness programming for local youth. In 2017, alongside the community, the Resnick's founded Wonderful College Prep Academy – Lost Hills, a free public charter school. The mission of the Academy is to graduate students who are prepared to earn a college degree and lifetime of promising career opportunities.

The Academy currently serves approximately 475 students in grades TK-10, with the intention of becoming a full TK-12 school. Now in its fifth year, the Academy has found many successes – including with strong family engagement and student culture as evidenced by the high student retention numbers. The Academy offers students a well-rounded and holistic education with a focus on health and wellness and a comprehensive curriculum.

We believe that with intensive support, exposure and opportunity, all children can maximize their potential to learn and realize their dreams. We create a nurturing and welcoming learning environment for our students and their families, with a deep commitment to the community.

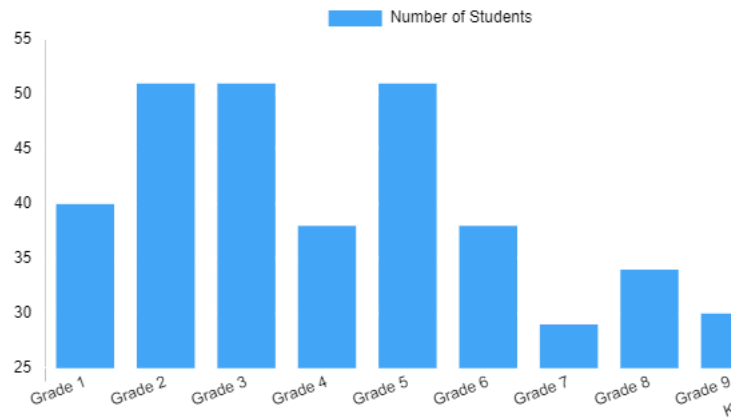
Students at our school are able to access a well-rounded curriculum that is grounded in a heavy dose of academic intervention. Each day students receive reading, writing, math, science, social studies and designated ELD instruction from teachers in a departmentalized model. Weekly our students also have access to physical education and arts courses. In the years to come, we look forward to continuing to build out our elementary STEM program and expanding our work on nutrition and healthy lifestyle choices.

Once students reach high school, Wonderful College Prep Academy – Lost Hills immerses students in a rigorous, early college academic program with year-round programming. This ensures Academy students will graduate with a high school diploma, college credits, and the academic and technical skills necessary for success in post-secondary and professional pursuits.

*Last updated: 1/18/22*

### Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	40
Grade 2	51
Grade 3	51
Grade 4	38
Grade 5	51
Grade 6	38
Grade 7	29
Grade 8	34
Grade 9	30
Kindergarten	50
Total Enrollment	412



Last updated: 1/18/22

### Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	45.90%
Male	54.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	0.50%
Black or African American	0.00%
Filipino	0.20%
Hispanic or Latino	98.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	55.10%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	84.20%
Students with Disabilities	6.10%

## 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 Preparation and Placement (School Year 2020—2021)

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 to 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:*

### Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

*Last updated:*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

*Last updated:*

**Class Assignments (School Year 2020—2021)**

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

*Last updated:*

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

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	Pearson Literature California: Reading & Language, (2010); Sadlier-Oxford Vocabulary Workshop, (2013); Reading Plus (2016); New SELA (2018); Cengage - ELD (2016); Lexia (2017); Readers & Writers Workshop; various novels Elementary: Wit & Wisdom, Great Minds (2020); McGraw Hill-SRA - Reading Mastery (2017); Lexia (2017); Launch to Literacy (2018); Zaner-Bloser Handwriting (2018)	Yes	0%
Mathematics	College Preparatory Mathematics (2013); IXL (2012); Glencoe Math (2017); Carnegie Math (2018). Elementary: Eureka Math, Great Minds (2019); Zearn (2020)	Yes	0%
Science	Focus on Earth Science (2013); Focus on Life Science (2013); Focus on Physical Science (2013); Glencoe - Earth Science (2016); Glencoe - Biology (2016); Prentice Hall - Chemistry (2016); STEM Scopes (2017). Elementary: STEM Scopes (2019)	Yes	0%
History-Social Science	We the People: Citizen and the Constitution, (2015); Prentice Hall: Economics (2015); Prentice Hall: US History, Modern America (2015); Pearson: Politics in America (2016); DBQ Online (2020) Elementary: Studies Weekly (2019)	Yes	0%
Foreign Language	Pearson: Realidades (2014); Spanish novels	Yes	0%
Health			0%
Visual and Performing Arts	McGraw Hill-Glencoe-Arttalk (2015)	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/18/22

## School Facility Conditions and Planned Improvements

Wonderful College Prep Academy – Lost Hills is committed to creating a college going experience for all students, including state-of-the-art facilities that allow for students to have a collegiate experience while in their K-12 schooling. Wonderful College Prep Academy – Lost Hills had been housed at a temporary location for the first two school years, with the campus officially moving to its permanent state-of-the-art facility at the start of the 2019-2020 school year, through the generous support of founders Lynda and Stewart Resnick. This site currently features 36 K-10 classrooms, learning gardens, a teaching kitchen, a central office, multiple playgrounds, indoor and outdoor dining facilities and multiple restroom options. Phase two of construction will bring additional high school classrooms, college-level science labs, a library, and a gymnasium to serve our students K-12.

Last updated: 1/18/22

## 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 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: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
<b>Interior:</b> Interior Surfaces	Good	N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	N/A
<b>Electrical:</b> Electrical	Good	N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	N/A
<b>Structural:</b> Structural Damage, Roofs	Good	N/A
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

## Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 1/18/22



## 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 linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11; and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.
  - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **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.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/18/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
 Grades Three through Eight and Grade Eleven  
 (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	235	228	97.02	2.98	22.37
Female	116	110	94.83	5.17	29.09
Male	119	118	99.16	0.84	16.10
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	232	225	96.98	3.02	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	137	133	97.08	2.92	7.52
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	203	197	97.04	2.96	18.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	14.29

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

*Last updated: 1/18/22*

**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 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	235	227	96.60	3.40	17.62
Female	116	110	94.83	5.17	15.45
Male	119	117	98.32	1.68	19.66
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	232	224	96.55	3.45	17.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	137	133	97.08	2.92	7.52
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	203	195	96.06	3.94	14.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	21.43

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/18/22

**Local Assessment Test Results in ELA by Student Group**

Assessment Name(s): N/A

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

**Local Assessment Test Results in Mathematics by Student Group**  
**Assessment Name(s): N/A**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2019-2020</b>	<b>School 2020-2021</b>	<b>District 2019-2020</b>	<b>District 2020-2021</b>	<b>State 2019-2020</b>	<b>State 2020-2021</b>
Science (grades 5, 8, and high school)	N/A	10.20	N/A	1.90	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

*Last updated: 1/18/22*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	82	49	59.76	40.24	10.20
Female	43	25	58.14	41.86	12.00
Male	39	24	61.54	38.46	8.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	82	49	59.76	40.24	10.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	43	29	67.44	32.56	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	44	59.46	40.54	9.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/18/22

**Career Technical Education (CTE) Participation (School Year 2020—2021)**

<b>Measure</b>	<b>CTE Program Participation</b>
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	--

Last updated: 1/18/22

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

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/18/22

## 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 2020—2021)

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	--	--	--
7	--	--	--
9	--	--	--

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

*Last updated: 1/18/22*



## 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 2021-2022)

Due to the recent COVID-19 pandemic, many of WCPA-Lost Hills's regular parental programs had to be placed on hold. Instead, WCPA-Lost Hills held virtual parent sessions with the school leadership, school surveys to see how WCPA-Lost Hills can best support families during this time, scheduled virtual parent conferences, and reached out using instructional staff to ensure parents felt engaged and supported throughout the school year. In addition, parents were still encouraged to participate in our virtual School Site Council meetings, ELAC/DELAC parent groups and regular communication through our ParentSquare communication portal.

We are in the process of increasing the number of engagement opportunities for families to help encourage family involvement in their student's academic careers. Wonderful College Prep Academy – Lost Hills provides training to parents on improving their children's academic outcomes. During a traditional school year, WCPA-Lost Hills encourages parents to attend sessions based on identified needs such as how to prevent and respond to cyber-bullying, access to information on how to improve literacy. The available parent workshops are administered for grades TK-10 for all families in both English and Spanish to help foster community engagement with our school teachers and leadership. Parents are invited and encouraged to attend events where they can engage in meaningful dialogue and problem solving.

For our new high school families, the Academy ensures that students are prepared to get to and through college by offering several college awareness events throughout the year - such as a FASFA application session and an orientation session for our early college program. These virtual family engagement sessions are in addition to the many opportunities that students have to engage with the college going experience throughout their time at the Academy - including several college trips throughout their enrollment at WCPA-Lost Hills.

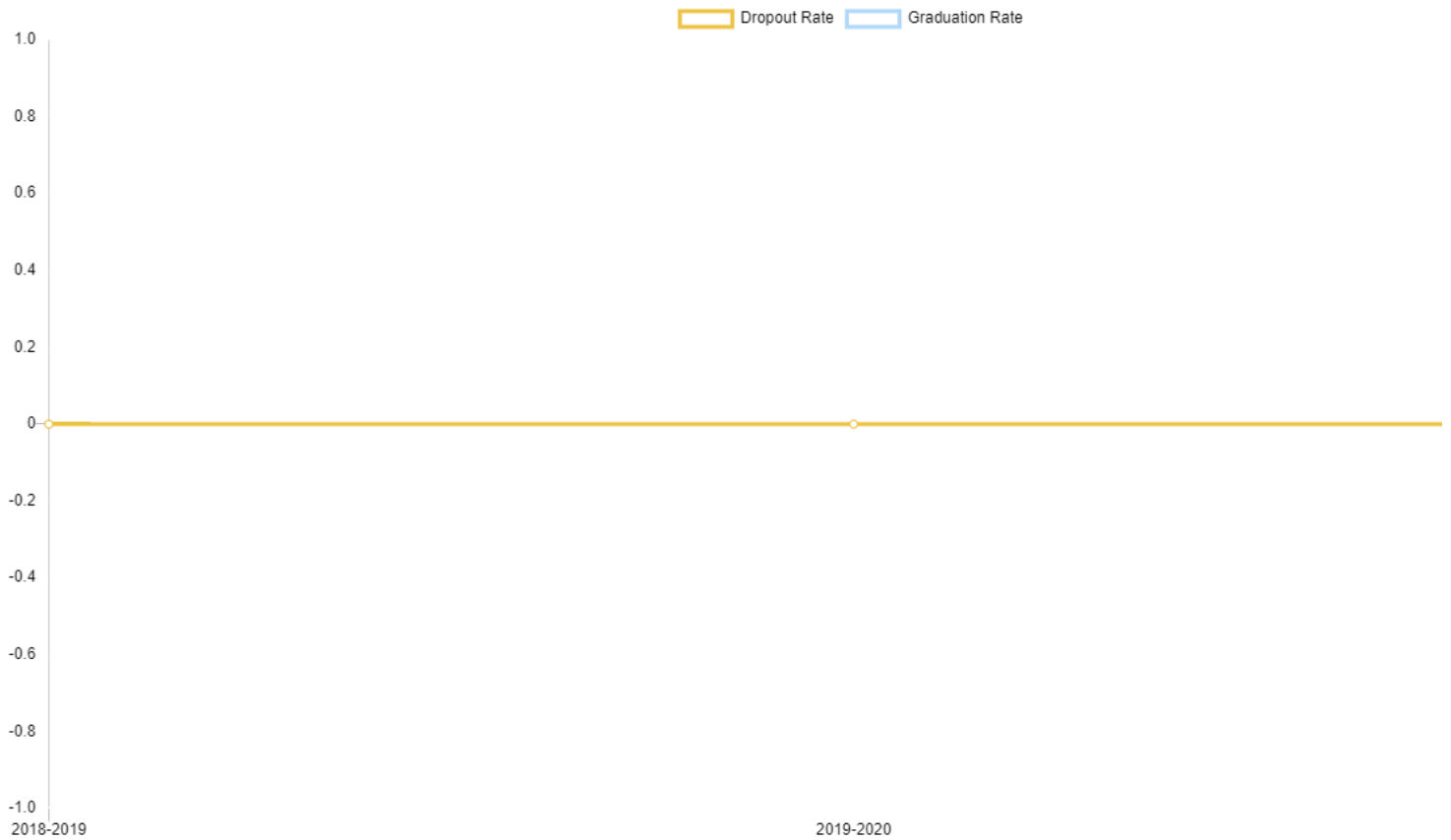
## State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	0.00%	0.00%	0.00%	32.50%	35.00%	38.20%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	52.20%	48.00%	46.30%	84.50%	84.20%	83.60%



**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2020—2021)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	0	0	0
Female	0	0	0
Male	0	0	0
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	0	0	0
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	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/acgrinfo.asp>.

*Last updated:*

**Chronic Absenteeism by Student Group**  
**(School Year 2020—2021)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	415	415	117	28.2
Female	191	191	46	24.1
Male	224	224	71	31.7
American Indian or Alaska Native	2	2	0	31.7
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	410	410	117	28.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	2	2	0	0.0
English Learners	250	250	77	30.8
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	352	352	109	31.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	25	25	8	32.0

*Last updated:*

## 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	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.00%	0.96%	4.09%	0.85%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.17%	0.00%	0.08%	0.00%

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 instruction in response to the COVID-19 pandemic.

### Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	4.82%	4.09%	2.45%
Expulsions	0.00%	0.04%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

*Last updated: 1/18/22*

**Suspensions and Expulsions by Student Group  
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.96	0
Female	0	0
Male	1.79	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.98	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.2	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.85	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

*Last updated:*

**School Safety Plan (School Year 2021-2022)**

Wonderful College Prep Academy – Lost Hills maintains a safe and supportive school community. The school safety plan is updated each year and will be approved by the Board of Directors at the February 2022 meeting. School safety drills are conducted once a month to test the preparedness of students and staff. School safety meetings are held twice a year. All staff members at the Academy serve on a safety team and have been trained to carry out specific duties in an emergency situation. Additionally, a complete evacuation drill is practiced annually. The Academy maintains appropriate safety gear and medical supplies in case of an emergency. Each classroom is equipped with a safety kit.

Wonderful College Prep Academy – Lost Hills employs 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. Additionally, the Academy employs a Director of Student Supports role to support in students being able to receive wrap around services from the local community.

*Last updated: 1/18/22*

## 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 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	23.00	0	2	0
1	21.00	0	2	0
2	25.00	0	1	0
3	20.00	0	0	0
4	24.00	0	1	0
5	0.00	0	0	0
6	25.00	0	1	0
Other**	0.00	0	0	0

\* 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 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	25.00	0	2	0
1	25.00	0	2	0
2	27.00	0	2	0
3	20.00	1	1	0
4	25.00	0	2	0
5	19.00	2	0	0
6	17.00	7	2	0
Other**	0.00	0	0	0

\* 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 2020–2021**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	25.00	0	2	0
1	20.00	1	1	0
2	26.00	0	2	0
3	26.00	0	2	0
4	19.00	1	1	0
5	26.00	0	2	0
6	19.00	14	0	0
Other**	0.00	0	0	0

\* 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—2019)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	20.00	4	2	0
Math	20.00	8	0	0
Science	14.00	4	0	0
Social Science	15.00	4	0	0

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	23.00	4	4	0
Math	23.00	4	4	0
Science	21.00	2	1	0
Social Science	17.00	3	1	0

*Last updated: 1/18/22*

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



**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	824.0

Last updated: 1/1/00

\* 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.

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	3.50

Last updated: 1/1/00

\* 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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13828.85	\$2501.24	\$11327.61	\$65301.82
District	N/A	N/A	\$11327.61	\$65301.82
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	29.17%	27.19%

Last updated: 1/18/22

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

**Types of Services Funded (Fiscal Year 2020–2021)**

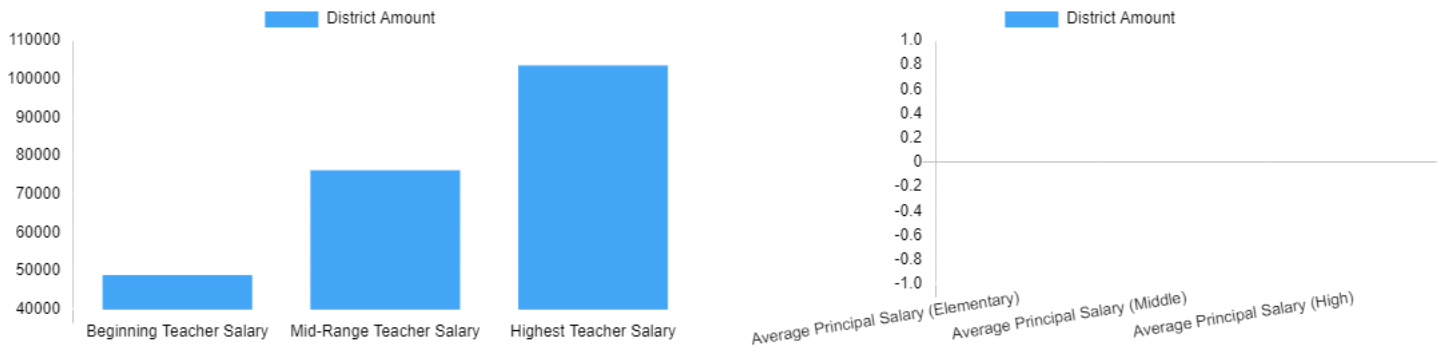
Wonderful College Prep Academy – Lost Hills receives funding under the Federal Title I, II, and III programs to provide additional support for those students as outlined in current federal legislation.

*Last updated: 1/18/22*

**Teacher and Administrative Salaries (Fiscal Year 2019—2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49000.00	--
Mid-Range Teacher Salary	\$76297.00	--
Highest Teacher Salary	\$103594.00	--
Average Principal Salary (Elementary)	\$0.00	--
Average Principal Salary (Middle)	\$0.00	--
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$210000.00	--
Percent of Budget for Teacher Salaries	29.97%	--
Percent of Budget for Administrative Salaries	2.47%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



*Last updated:*

**Advanced Placement (AP) Courses (School Year 2020—2021)**

**Percent of Students in AP Courses** 0.00%

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%

*Last updated: 1/18/22*

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

**Professional Development**

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	13	7	10