

Wonderful College Prep Academy - Lost Hills

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Wonderful College Prep Academy - Lost Hills
Street	20767 Highway 46
City, State, Zip	Lost Hills, CA 93249
Phone Number	CA
Principal	Alesha Hixon
E-mail Address	alesha.hixon@wonderful.com
Web Site	www.wonderfulcollegeprepacademy.org
CDS Code	15-10157-0135467

District Contact Information	
District Name	Wonderful College Prep Academy - Lost Hills
Phone Number	661-797-2220
Superintendent	Brett Barley
E-mail Address	brett.barley@wonderfulcollegeprep.org
Web Site	www.wonderfulcollegeprepacademy.org

School Description and Mission Statement (School Year 2018-19)

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 Resnicks 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 Resnicks 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 200 students in grades K-4 and 6, with the intention of becoming a full K-12 school by the 2020-2021 school year. In its first year, the Academy found many successes - 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.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	50
Grade 1	24
Grade 2	28
Total Enrollment	102

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	100.0
Native Hawaiian or Pacific Islander	0.0
White	0.0
Socioeconomically Disadvantaged	79.4
English Learners	94.1
Students with Disabilities	5.9
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	N/A	1	1	1
Without Full Credential	N/A	3	9	9
Teaching Outside Subject Area of Competence (with full credential)	N/A	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	N/A	0	0
Total Teacher Misassignments *	N/A	0	0
Vacant Teacher Positions	N/A	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2019

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Fountas and Pinnell (2017); Reading Mastery (2017); RAZ Kids (2017); Horizons (2017); Launch to Literacy (2018); Lexia (2018); various novels	Yes	0
Mathematics	Bridges in Mathematics (2017); Number Corner (2017); ST Math (2017); Ready Math (2018); iReady (2018).	Yes	0
Science	TCI (2017); Bringing Science Alive!: Exploring Science Practices(2017; Delta Education - FOSS Next Generation(2017); Smithsonian science kits (2018); Engineering is Elementary (2018)	Yes	0
History-Social Science	TCI (2017); Social Studies Alive!(2017); various nonfiction articles aligned to current content standards.	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

Wonderful College Prep Academy Lost Hills has been housed at a temporary location for the 2017-18 and 2018-19 school years. This site currently features 9 classrooms K-4 and 6, a resource room, a central office, a playground, indoor and outdoor dining facilities as well as 9 different restroom options. The site meets ADA compliance regulations and every maintenance report has been positive in regards to the school's conditions and ability to meet current standards.

The site plans to move to its permanent location on Lamberson Avenue in the 2019-20 school year.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: August 1, 2018		
System Inspected	Repair Status	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 Rating (Most Recent Year)

Year and month of the most recent FIT report: August 1, 2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 2018-19)

Family engagement is key to success at the Academy in Lost Hills. The school, and its faculty, ensures regular and consistent systems for two-way communication which fosters dialogue and feedback. In its first year, the Academy has implemented a series of parent workshops focused on equipping parents with the tools to support literacy and empower parents in promoting a college-going culture at home. These workshops have also been an invaluable space for parents to provide feedback and ask questions to the school principal who attends regularly. Additionally, 100% of families at Lost Hills attended parent-teacher conferences, during which families were given the opportunity to provide feedback to the school and to join the parent volunteer corps. Moving forward, we will mobilize the parent volunteer corps to build a bridge between school and home – and solicit feedback from all stakeholders to ensure that we are responding to the needs of our school community.

Here are some other ways that we engage with families:

- Programming from PIQE - Parent Institute for Quality Education
- School calendars and newsletters
- Experiential Learning in the form of field trips and assemblies
- Parent Education Classes (Art, Child Passenger Safety, Family Nutrition Classes)
- Parent Meetings (Open House, School Tours, & Parent Conferences)
- Family Art Nights
- On-campus volunteer opportunities
- Full Service Resource Center (Computer access, technical assistance, resource & referral)

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.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate				58.8	56.9	45.2	10.7	9.7	9.1
Graduation Rate				20.7	26.1	36.7	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.0	4.0	3.5	3.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Wonderful College Prep Academy maintains a safe and supportive school community. The school safety plan is updated each year - it was approved by the Board of Directors on September 25, 2018. School safety drills are conducted once a month to test the preparedness of all students and staff. 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. All staff members at the Academy serve on a safety team and have been trained to carry out specific duties in an emergency situation.

Wonderful College Prep Academy Lost Hills employs a school psychologist and a school nurse who are able to respond to student health needs. Additionally, the Academy added a Director of Student Supports role to support in students being able to receive wrap around services from the local community.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K									25		2	
1									24		1	
2									28		1	

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	N/A	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	N/A	N/A
Psychologist	.25	N/A
Social Worker	N/A	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	N/A	N/A
Resource Specialist (non-teaching)	N/A	N/A
Other	N/A	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference: School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$7,125	
Percent Difference: School Site and State	N/A	N/A	N/A	N/A

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Wonderful College Prep Academy Lost Hills receives Title I and Title II funds and uses them as appropriate with current federal law.

Professional Development (Most Recent Three Years)

Wonderful College Prep Academy Lost Hills understands the critical importance of professional development as our teachers are the most important influence on student achievement. Staff has two hours each week of structured professional development related to data analysis, best practices in teaching, and grade level collaboration. This year an important focus of the professional development within the Academy has been better understanding of how to support students experiencing trauma.

In the 17-18 school year, the Academy had on Senior Director and support from an elementary principal as well as the Executive Director. Teachers received 1:1 instructional coaching and professional development on our instructional model. There were also several training opportunities related to the various curricula being utilized throughout the school.

In the 2018-19 school year, the Academy increased the focus of its professional development program. In addition to the regularly scheduled time, there are 10 professional development days built into the yearly calendar to support the ongoing growth and development of our teaching staff. These days were utilized to implement new curriculum, analyze and respond to data and to set school vision and culture.

Lastly, teachers receive individual on-site coaching from site leadership. This typically involves weekly observations and coaching cycles related to ensuring they meet the needs of all students through high-quality instruction.