

SARC Information

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 and access to prior year reports, 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 the 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.

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.

School Mission Statement (School Year 2021-22)

The mission of Orange County Workforce Innovation High School is to provide students seeking an alternative school setting with a personalized approach to learning that empowers them to take responsibility for their education and to graduate with the skills they need to become responsible citizens and lifelong learners.

In order to carry out this mission, the school strives to equip the surrounding area students with the educational skills necessary in the 21st century – the ability to read, write, speak, and calculate with clarity and precision and the ability to participate intelligently and responsibly in a global society. The school offers alternative choices through site-based learning, independent study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives.

The school provides a diverse, student-centered environment in which all students are held to high academic and behavioral standards. Students work in collaborative relationships, both within and outside the school, and perform service to the community. Through a personalized learning approach to education, the school strives to develop students who are competent, self-motivated, life-long learners. In order to accomplish this, the school emphasizes increased parental involvement, more one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and choices in curriculum programs.

The school places a strong emphasis on parental involvement within the learning process. Parents are viewed as an essential link in improving education; therefore, parents are encouraged to take part in their children's education through frequent communication with the teachers, participation in school related functions, and attendance in school sponsored parent development workshops. By providing a vehicle for meaningful parental involvement, the school strives to bridge the gap between school and home. It is the hope of the school that students will observe first-hand their parents and teachers working together to make a difference in their education and future.

Orange County Workforce Innovation High School (OCWIHS) • 505 N Euclid St. Suite 101 Anaheim, CA 92801 • (657) 207-2100

innovationhigh.org • County-District-School (CDS) Code: 30-10306-0134841 • Grades: 9-12

Principal: Liliana Gutierrez • principaloc@innovationhigh.org | **Area Superintendent:** Julie Parra



School Description and Profile (School Year 2021-22)

Orange County Workforce Innovation High School is a public charter school that offers a personalized educational program for high school students and families who prefer using an Independent Study model to meet academic needs. Typical students are those who want an alternative to the local, public school systems. Most students come to the school because they were unsuccessful in the traditional high school setting, or they needed a more personalized approach to education. Other students need the flexibility of an independent study model to meet family obligations such as work or child care needs. Regardless of the reason, the school offers a uniquely structured academic program, rigorously guided by the California Subject Area Content Standards that provides a challenging, yet highly individualized, education for students.

Orange County Workforce Innovation High School is a community school model through the building of partnerships with Workforce Innovation and Opportunities Act service providers and other agencies. The school continues to develop CTE pathways which our community partnerships support through the provision of work-based learning opportunities. Through different CTE pathways, students have the opportunity to learn about audio visual production, graphic design, photography, and digital and interactive media. Curricula developed through the Edmentum courses as part of the CTE Pathways are A-G approved from the UC system. The implementation of these pathway programs and community alliances have had a significant and positive impact on students who leave school with work-readiness and professional skills for post-secondary success.

School Enrollment

TABLE 4: STUDENT ENROLLMENT BY GRADE LEVEL (SCHOOL YEAR 2020-21)	
Grade Level	Number of Students
Grade 9	59
Grade 10	94
Grade 11	75
Grade 12	22
Total Enrollment	250

TABLE 5: STUDENT ENROLLMENT BY STUDENT GROUP (SCHOOL YEAR 2020-21)	
Student Group	Percentage
Female	56.8%
Male	43.2%
Non-Binary	0.0%
American Indian or Alaska Native	0.4%
Asian	2.4%
Black or African American	2.8%
Filipino	0.4%
Hispanic or Latino	81.6%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.6%
White	7.6%
English Learners	22.8%
Foster Youth	0.8%
Homeless	11.2%
Migrant	0.0%
Socioeconomically Disadvantaged	84.4%
Students with Disabilities	23.2%

A. CONDITIONS OF LEARNING

State Priority: Basic

- The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
 - Pupils have access to standards-aligned instructional materials; and
 - School facilities are maintained in good repair

Teacher Assignment

Orange County Workforce Innovation High School recruits and employs qualified credentialed teachers who meet all credential

requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the sponsoring district, so there is no district data to report for comparison in this section.

TABLE 6: TEACHER PREPARATION AND PLACEMENT (SCHOOL YEAR 2019-20)				
Authorization/Assignment	School Number	School Percent	State Number	State Percentage
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14	100%	23750	Exceptions 93% Appropriate Assignments 7%
Intern Credentialed Holders Properly Assigned	0	0%	Information Not Available	Information Not Available
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	43278	Exceptions 63% Misassignments 37%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10	71%	Information Not Available	Information Not Available
Unknown	N/A	N/A	N/A	N/A
Total Teaching Positions	14	100%	Information Not Available	Information Not Available

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 that an educator is authorized to provide to students

Teacher Misassignments & Vacancies

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

TABLE 7: TEACHERS WITHOUT CREDENTIALS AND MISASSIGNMENTS (CONSIDERED "INEFFECTIVE" UNDER ESSA) (SCHOOL YEAR 2019-20)	
Authorizations/Assignments	Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

TABLE 8: CREDENTIALLED TEACHERS ASSIGNED OUT-OF-FIELD (CONSIDERED "OUT-OF-FIELD" UNDER ESSA) (SCHOOL YEAR 2019-2020)	
Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	225
Total Out of-Field Teachers	10

TABLE 9: CLASS ASSIGNMENTS (SCHOOL YEAR 2019-2020)	
Indicator	Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%

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

Textbooks & Instructional Materials (School Year 2020-21)

Orange County Workforce Innovation High School is determined that each student has sufficient and good quality textbooks, instructional materials (including digital textbooks), or science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials (including adaptive learning technologies such as Rosetta Stone), or both, in core subjects, health, foreign languages, and visual and performing arts for use in the classroom and to take home.

The table displays information collected in December 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

**TABLE 10: QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOK AND OTHER INSTRUCTIONAL MATERIALS
(SCHOOL YEAR 2021-2022) YEAR AND MONTH IN WHICH THE DATA WERE COLLECTED: DECEMBER 2021**

Subject	Textbooks and Other Instructional Materials/ year of Adoption	From Most Recent Adoption?	Percentage Students Lacking Own Assigned Copy
Reading/Language Arts	9th - 12th - English/Language Arts - Houghton Mifflin/Harcourt	2014	0.00%
Mathematics	9th - Algebra 1 - Houghton Mifflin/Harcourt 10th - Geometry - Houghton Mifflin/Harcourt 11th - Algebra II - Houghton Mifflin/Harcourt	2016 2016 2016	0.00%
Science	9th - 10th - Integrated Science I - Houghton Mifflin/Harcourt 11th - 12th - Integrated Science II - Houghton Mifflin/Harcourt 9th - 10th - Earth Science - Houghton Mifflin/ Harcourt 9th - 10th - Physics - Houghton Mifflin/ Harcourt 10th - Biology - Houghton Mifflin/Harcourt 11th - Chemistry - Houghton Mifflin/Harcourt	2012 2012 2012 2012 2012 2012	0.00%
History-Social Science	10th - World History - Houghton Mifflin 11th - United States History - Houghton Mifflin 12th - Economics - McGraw-Hill 12th - United States Government - McGraw-Hill	2014 2014 2018 2018	0.00%
Foreign Language	9th - 10th - Foreign Language - Glencoe	2005	0.00%
Health	10th - 12th - Health - Pearson	2006	0.00%
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.00%

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

School Facility Conditions and Planned Improvements (School Year 2021-22)

All facilities are in safe and functioning condition. All sites meet city and state codes. There are no improvements planned at this time. The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in December 2021.

**TABLE 12: SCHOOL FACILITY GOOD REPAIR STATUS | DATE OF LAST INSPECTION: DECEMBER 2021
OVERALL SUMMARY OF SCHOOL FACILITY CONDITIONS: EXEMPLARY
DATA COLLECTED: DECEMBER 2021**

System Inspected	Rate Good	Rate Fair	Rate Poor	Deficiency & Remedial Actions Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			
Interior: Interior Surfaces	x			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			
Electrical: Electrical	x			
Restrooms/Fountains: Restrooms, Sinks/Fountains	x			
Safety: Fire Safety, Hazardous Materials	x			
Structural: Structural Damage, Roofs	x			
External: Playground/ School Grounds, Windows/Doors/ Gates/Fences	x			

Overall Facility Rate
 Year and month of the most recent inspection:
 December 2021

TABLE 13: OVERALL RATING				
Exemplary	Good	Fair	Poor	Deficiency & Remedial Actions Taken or Planned
X				

Overall Summary of School Facility Conditions:
 Exemplary

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 - 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).
- SARC Reporting in the 2020-2021 School Year Only**
 Where it was 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:
 - o Aligned with CA CCSS for ELA and mathematics;
 - o Available to students in grades 3 through 8, and grade 11; and
 - o 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:
 - o Smarter Balanced ELA and mathematics summative assessments;
 - o Other assessments meeting the SBE criteria; or
 - o Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

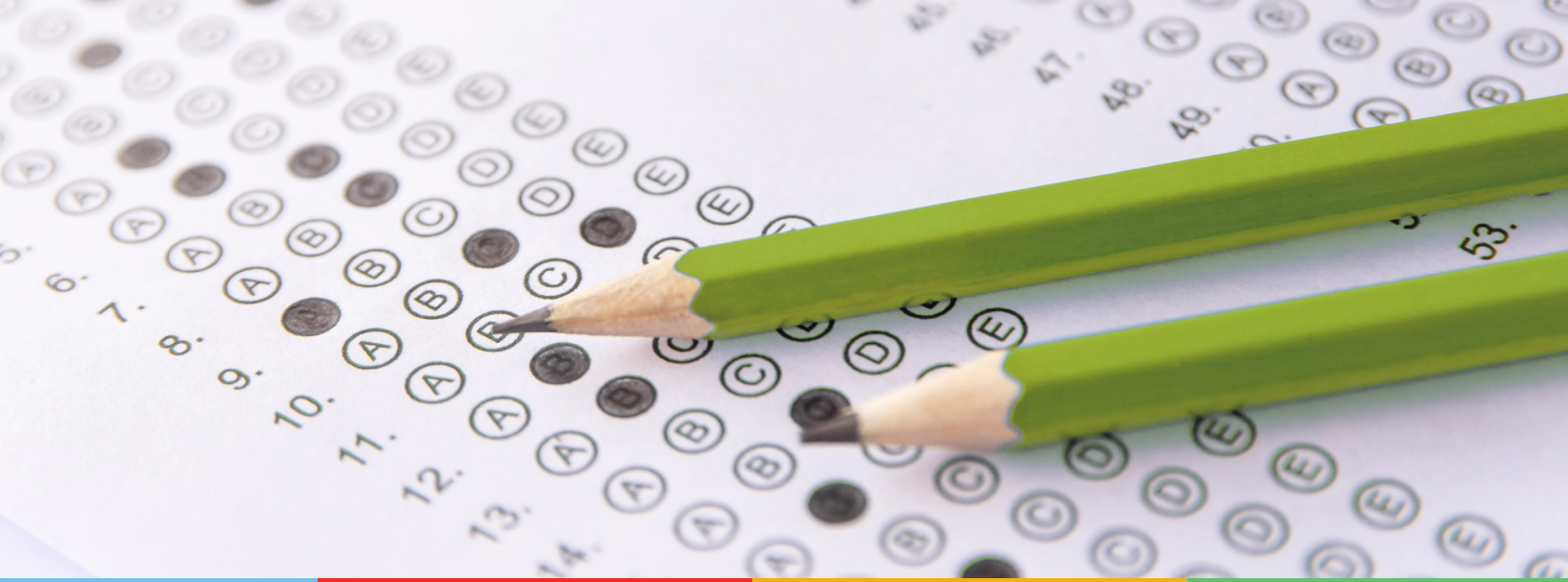
- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the sponsoring district, so there is no district data to report for comparison in this section.

TABLE 14: CAASPP TEST RESULTS IN ELA AND MATHEMATICS FOR ALL STUDENTS GRADES THREE THROUGH EIGHT AND GRADE ELEVEN TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT				
PERCENT OF STUDENTS MEETING OR EXCEEDING THE STATE STANDARD				
Subject	School 2019-2020	School 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
Mathematics (Grades 3-8 and 11)	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.



**TABLE 15: 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)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	21	29%	71%	29%
Female	44	12	27%	73%	25%
Male	29	*	31%	69%	33%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	*	*	100%	0%	0%
Black or African American	*	*	0%	100%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	58	17	29%	71%	18%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	*	*	60%	40%	100%
White	*	0	0%	100%	0%
English Learners	14	*	29%	71%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	*	0	0%	100%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	56	13	23%	77%	15%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	*	9%	91%	0%

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.

To protect student privacy, data are suppressed (*), if the cell size is 10 or less. Data is N/A, not available, because the CDE did not provide for the student group.

**TABLE 16: 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)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	17	23%	77%	12%
Female	45	11	24%	76%	9%
Male	29	*	21%	79%	17%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	*	*	100%	0%	0%
Black or African American	*	0	0%	100%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	59	13	22%	78%	8%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	*	*	60%	40%	33%
White	*	0	0%	100%	0%
English Learners	15	*	20%	80%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	*	0	0%	100%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	56	12	21%	79%	8%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	*	9%	91%	0%

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.

To protect student privacy, data are suppressed (*), if the cell size is 10 or less. Data is N/A, not available, because the CDE did not provide for the student group.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note: The school did not administer a local assessment during the 2019-2020 school year due to COVID-19.

**TABLE 19: CAASPP TEST RESULTS IN SCIENCE FOR ALL STUDENTS
GRADES FIVE, EIGHT, AND HIGH SCHOOL
PERCENTAGE OF STUDENTS MEETING OR EXCEEDING THE STATE STANDARD**

Subject	School 2019-2020	School 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8 and high school)	N/A	0%	N/A	Information Not Available

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 for Science.

**TABLE 20: CAASPP TEST RESULTS IN SCIENCE BY STUDENT GROUP
GRADES FIVE, EIGHT, AND HIGH SCHOOL (SCHOOL YEAR 2020-2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	*	36%	64%	0%
Female	*	*	40%	60%	0%
Male	*	*	25%	75%	0%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	*	*	100%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	*	0	0%	100%	0%
Hispanic or Latino	*	*	30%	70%	0%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	*	0	0%	100%	0%
White	0	0	0%	0%	0%
English Learners	*	0	0%	100%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	*	*	20%	80%	0%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	*	0	0%	100%	0%

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

To protect student privacy, data are suppressed (*), if the cell size is 10 or less. Data is N/A, not available, because the CDE did not provide for the student group.

Career Technical Education (CTE) Programs (School Year 2020-21)

The school continues to develop its Career Technical Education (CTE) program. The school recognizes the need to integrate core academic knowledge with technical skills as needed for today's modern workforce, and the school is committed to bringing students greater opportunities in developing these skills through their continued efforts in developing relationships with local businesses and community colleges.

The school offers several professional skills and CTE courses within the Arts, Media & Entertainment pathway.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

TABLE 22: CAREER TECHNICAL EDUCATION (CTE) PARTICIPATION (SCHOOL YEAR 2020-2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	90
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	32%

UC/CSU Course Completion

Students are encouraged to take University of California/ California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

TABLE 23: COURSE ENROLLMENT/COMPLETION OF UNIVERSITY OF CALIFORNIA (UC) AND/OR CALIFORNIA STATE UNIVERSITY (CSU) ADMISSION REQUIREMENTS

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.6%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

*Duplicate Count (one student can be enrolled in several courses.)

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

State Priority: Pupil Engagement

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

Physical Fitness

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered physically fit or in the "Healthy Fitness Zone" (HFZ).

The table displays the percent of students meeting fitness standards by grade level for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019-2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

TABLE 24: 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
9	N/A	N/A	N/A

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.

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 2021-22)

Orange County Workforce Innovation High School encourages parental involvement throughout the school year. Our Parent Advisory Committee and English Learner Advisory Committee meets quarterly throughout the school year. The Parent Advisory Committee provides advice in planning, developing, implementing, and evaluating our school program. Parents and stakeholders are encouraged to participate in the development of the Local Control and Accountability Plan, and they are asked to provide input on the progress of the LCAP throughout the year. Parents are notified by automated phone calls, text messages, L4L Connect, and web-based communications from teachers and administrators. Parents may contact the school office at (657)207-2100 if interested in attending. Parent Conferences, Open House, Back to School Night, and Parent events are also held during the school year to facilitate communication between parents, teachers, students, and community partners. Parents are encouraged to call and meet with their child's teacher as needed to support academic progress towards graduation. In order to decrease obstacles for families to attend and participate in school events, virtual options are offered.

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 & Graduation Rates

In knowing the “at risk of dropping out” status of the majority of students enrolling with Orange County Workforce Innovation High School, we begin interventions from the point of enrollment. Upon enrollment, students participate in a course called Digital Tools for Distance Learning. Upon enrollment, students’ complete credit 1 of Digital Tools for Distance Learning and receive a personalized learning plan to meet their goals. In addition, students are supported in determining their college and career interests and plans, The teacher builds upon this throughout the year to support academic planning as well as college and career readiness.

Students also participate in academic assessments, such as NWEA, upon enrollment. The academic assessments assist faculty and the students to understand the strengths and weaknesses of the student. This data allows instructors to make informed decisions when creating students’ academic plans and determining appropriate course placements. Unlimited free tutoring availability also serves as an intervention for students, when they struggle with particular concepts. Together, all early interventions are intended to promote attendance and reduce the likelihood of student dropouts. However, these standard interventions are not always met with student success.

Orange County Workforce Innovation High School has established procedures for tiered reengagement strategies for the following students in accordance with Education Code Section 51747(d):

1. All students who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the Charter School’s approved instructional calendar;
2. Students found not participatory pursuant to Education Code Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span; or
3. Students who are in violation of the written agreement pursuant to Education Code Section 51747(g).

The procedures for tiered reengagement strategies include, but are not limited to, all of the following in accordance with Education Code Section 51747(d):

1. Verification of current contact information for each enrolled student.
 - a. During each regularly scheduled appointment,

supervising teachers and support staff shall verify and update student contact information.

2. Notification to parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation.
 - a. Parents, guardians, or caregivers will be contacted within one school day of the recording of a non-attendance day or lack of participation.
3. A plan for outreach from the Charter School to determine student needs, including connection with health and social services as necessary.
 - a. A reengagement letter will be sent via email or hard copy to parents, guardians, or caregivers whose students are making unsatisfactory educational progress and for whom other forms of outreach have been unsuccessful.
 - b. A preventative meeting will be scheduled to offer resources, including connection with health and social services as needed.
4. A clear standard for requiring a pupil-parent-educator conference to review a pupil’s written agreement and reconsider the independent study program’s impact on the student’s achievement and well-being, consistent with the policies adopted pursuant to Education Code Section 51747(g)(4).
 - a. An Attendance Intervention Meeting (AIM) will be conducted after a student has missed three (3) assignments during any period of 20 school days and is determined to be making unsatisfactory educational progress. During the AIM meeting, an evaluation will be conducted to determine whether it is in the best interests of the student to remain in independent study, or whether the pupil should return to the regular school program. The meeting shall include a review of the pupil’s written master agreement, and reconsideration of the independent study program’s impact on the pupil’s achievement and well-being, consistent with the policies adopted pursuant Sections 2.4 through 2.6, above. If the student and parent/guardian/caregiver elect to stay enrolled, the team will develop an agreement to help support the student to make satisfactory educational progress, including additional resources and supports. At a minimum, all parties who signed the master agreement will be in attendance including, but not limited to, the student, parent/guardian/caregiver, the supervising teacher, and the student retention support staff.
 - b. If the student continues to make unsatisfactory

educational progress, then a Student Retention Meeting (SRM) will be scheduled to review the student's progress, remove any additional barriers, and serve as a last attempt to re-engage the student.

- c. If the student continues to make unsatisfactory educational progress, the student will be transitioned out of the program and referred back to their school district of residence. Students will receive written notice explaining their rights under Education Code Section 47605 and Section 2.7 above, which includes minimum notice prior to transition (5 days) and the right to a hearing before the effective date of the transition.

Note: The California Department of Education DataQuest system reports one year dropout rates up to 2017 and one year graduation rates determined through the California School Dashboard. The school is a Dashboard Alternative Status School (DASS) as a result of the student population served. The tables display the most current data available. N/A is displayed when the school is new and there is no data available to report.

TABLE 26: DROPOUT RATE AND GRADUATION RATE (ONE-YEAR DASS COHORT RATE)

Indicator	School 1-Year Cohort Rate 2018-2019	School 1-Year Cohort Rate 2019-2020	School 1-Year Cohort Rate 2020-2021	State 4-Year Cohort Rate 2018-2019	State 4-Year Cohort Rate 2019-2020	State 4-Year Cohort Rate 2020-2021
Dropout Rate	12.6%	8.5%	2.3%	9.00%	8.90%	N/A
Graduation Rate	89.6%	83.0%	55.6%	84.50%	84.30%	N/A

TABLE 27: GRADUATION RATE BY STUDENT GROUP (ONE-YEAR DASS COHORT RATE) (SCHOOL YEAR 2020-2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	37	21	56.8%
Female	22	13	59.1%
Male	15	*	53.3%
Non-Binary	0	0	0%
American Indian or Alaska Native	0	0	0%
Asian	*	*	50%
Black or African American	0	0	0%
Filipino	0	0	0%
Hispanic or Latino	25	13	52%
Native Hawaiian or Pacific Islander	0	0	0%
Two or More Races	*	*	80%
White	*	*	66.7%
English Learners	*	*	44.4%
Foster Youth	*	*	100%
Homeless	*	*	50%
Socioeconomically Disadvantaged	22	14	63.6%
Students Receiving Migrant Education Services	0	0	0%
Services with Disabilities	*	*	20%

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>.

To protect student privacy, data are suppressed (*), if the cell size is 10 or less. Data is N/A, not available, because the CDE did not provide for the student group.

Chronic Absenteeism

The current Chronic Absentee rate is not calculated in a manner for non-classroom based DASS programs to reflect the nature of the students served. According to the CDE, students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year and they were absent for 10% or more of the days they were expected to attend. Orange County Workforce Innovation High School follows all of the required CA State School Dashboard requirements.

**TABLE 28: CHRONIC ABSENTEEISM BY STUDENT GROUP
SCHOOL YEAR 2020-2021**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	330	249	210	84.3%
Female	137	96	88	91.7%
Male	193	153	122	79.7%
Non-Binary	*	*	*	*
American Indian or Alaska Native	*	*	*	100%
Asian	*	*	*	71.4%
Black or African American	12	*	*	100%
Filipino	*	*	*	100%
Hispanic or Latino	272	205	176	86.3%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	*	*	*	66.7%
White	0	0	0	0%
English Learners	77	50	43	86%
Foster Youth	*	*	*	71.4%
Homeless	33	24	21	87.5%
Socioeconomically Disadvantaged	281	215	181	84.2%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A
Services with Disabilities	69	45	41	91.1%

To protect student privacy, data are suppressed (*), if the cell size is 10 or less. Data is N/A, not available, because the CDE did not provide for the student group.

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 & Expulsions

The table displays the suspension and expulsion rates at the school and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019-2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was no in-person learning for the entire 2019-2020 school year, it would be inappropriate to compare the suspensions and expulsions rates in the 2019-2020 school year to the rates in prior school years. Additionally, please note that the suspension and expulsion rate for the state was not available at the time of publication.

TABLE 29: SUSPENSIONS AND EXPULSIONS (DATA COLLECTED BETWEEN JULY THROUGH JUNE, EACH FULL SCHOOL YEAR RESPECTIVELY)				
Rate	School 2018-2019	School 2020-2021	State 2018-2019	State 2020-2021
Suspension	0%	0%	3.5%	N/A
Expulsions	0%	0%	0.1%	N/A

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.

TABLE 30: 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	State 2019-2020
Suspensions	0%	2.5%
Expulsions	0%	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.

**TABLE 31: SUSPENSIONS AND EXPULSIONS BY
STUDENT GROUP
(SCHOOL YEAR 2020-2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	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%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Services with Disabilities	0%	0%

School Safety (School Year 2021-22)

Our school Safety Plan consists of our Injury and Illness Prevention Program, Emergency Procedures and Section 4 of our Employee handbook. Sponsoring School Districts ask for these safety programs as part of our charter's renewal process. We review our School Safety Plans annually and update them if necessary.

The safety of students and staff is a primary concern for the school. Both teachers and administrators supervise the students throughout the school day to ensure a safe and positive learning environment. Both staff and student school IDs are expected to be displayed at all times, and visitors to the sites must register in at the front office to receive appropriate identification badges. The school safety plan was last updated and reviewed with school staff in December 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.

Class Size

Due to the nature of independent study, class size distribution data is unavailable for this school.

Counseling & Support Staff (School Year 2020-2021)

The school seeks to assist students in their social, emotional, and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The following is a list of support staff available to students at the school.

TABLE 39: RATIO OF PUPILS TO ACADEMIC COUNSELOR (SCHOOL YEAR 2020-2021)	
Title	Ratio
Pupils to Academic Counselor*	1:250

*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.

TABLE 40: STUDENT SUPPORT SERVICES STAFF (SCHOOL YEAR 2020-2021)	
Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

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

School Expenditures (Fiscal Year 2019-20)

The table compares a school's per-pupil funding from unrestricted sources with other schools throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding calculating school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>.

For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

School Site Teacher Salaries (Fiscal Year 2019-2020)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary throughout the state.

TABLE 41: 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	\$13,052.00	\$1,124.00	\$11,928.00	\$79,416.00
State	N/A	N/A	\$13,268.66	\$65,131.00
Percent Difference School Site and State	N/A	N/A	-1.72%	26.07%

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

Types of Services Funded (Fiscal Year 2020-2021)

Utilizing all of the funding sources provided to the school, we provide the following programs for students:

- Special Education programs for SELPA, students with special needs
- English Language Development - support for students in English Language acquisition - instructional and support methods
- Tutoring support - one-on-one, walk-in, in-person, and virtual tutoring support

- General operations –services, materials, technology, salaries, benefits, and support to the general education

School Site Teacher Salaries (Fiscal Year 2019-20)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary throughout the state.

TABLE 43: TEACHER AND ADMINISTRATIVE SALARIES (FISCAL YEAR 2019-2020)		
Category	LEA Amount	State Average for State In Same Category
Beginning Teacher Salary	\$75,000.00	\$47,995.00
Mid-Range Teacher Salary	\$80,000.00	\$65,131.00
Highest Teacher Salary	\$85,000.00	\$99,908.00
Average Principal Salary (High)	\$120,000.00	\$129,582.00
Superintendent Salary	\$157,500.00	\$140,551.00
Percent of Budget for Teacher Salaries	25.34%	22.63%
Percent of Budget for Administrative Salaries	4.11%	5.04%

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

Advanced Placement (AP) Classes (School Year 2020-2021)

TABLE 44: ADVANCED PLACEMENT (AP) COURSES (SCHOOL YEAR 2020-2021)	
PERCENT OF STUDENTS IN AP COURSES: 0%	
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

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

Professional Development

The school's certificated staff members and administrators participate in ongoing professional development to improve its curriculum and delivery of instruction. Professional development sessions are held quarterly and as needed throughout the school year and focus on a wide variety of topics aimed at strengthening pedagogy and content knowledge to meet the needs of the school's diverse learners. Special emphasis is placed on targeting the unique needs of its English language learners, special education students, and trauma-informed practices.

In addition, school administrators participate in ongoing professional learning with the focus being on effective school leadership practices and instructional leadership. The Leadership Team identifies school-wide focuses for its learning centers each year for professional development and take the lead in conducting or organizing large and small group staff development opportunities and ongoing instructional coaching to its teachers aimed at the school needs. Topics covered through professional developments are based on the needs of the school, suggestions made by the school staff through department meetings and/or staff surveys, and through the collection and analysis of data indicating school needs and/or needed changes. Newly hired teachers are partnered with existing teachers for the first year and participate in a required on the job training for the purpose of familiarizing them to the program and mission of the school.

The school also provides Induction training to its preliminary credentialed teachers through its partnership with the Center for Teacher Innovation. Participating teachers are assigned a support provider from their assigned site and participate in all required Induction activities. The school's special education teachers receive annual training on new procedures and processes, as well as effective instructional strategies for improving academic achievement. In addition to ongoing professional development opportunities offered locally, staff also participates in the California Charter Schools Association's annual CCSA Conferences, annual A-plus+ conferences, and other conferences sponsored by local county offices of education.

The table displays the number of days that a professional development opportunity was available.

TABLE 45: PROFESSIONAL DEVELOPMENT			
Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	8