

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 2025-2026

Our mission is to inspire and prepare every student to become a successful, self-directed, and engaged lifelong learner and active citizen. We provide a personalized, high-quality educational experience built on three pillars: workforce development, college readiness, and social-emotional learning.

Our program equips students with essential 21st-century skills—clear communication, critical thinking, and responsible participation in a global society. To achieve this, we foster partnerships through the Workforce Innovation and Opportunity Act and design diverse opportunities for workforce readiness, college preparation, and extracurricular engagement.

We offer flexible learning options, including site-based instruction, independent study, and distance learning, so students can succeed on their own terms.

We provide a safe, inclusive, student-centered environment with high academic and behavioral expectations. Students collaborate within and beyond the classroom, engage in community service, and take an active role in shaping their learning experience. Our approach emphasizes strong teacher-student relationships, social-emotional support, technology access and varied learning environments, parent and teacher development programs, and student choice in curriculum.

We view parents as essential partners in education. Through open communication, school events, and parent workshops, we create meaningful opportunities for involvement and bridge the gap between school and home. By working together, parents and educators model collaboration and commitment, helping students see the value of shared responsibility for their success 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 Childs • principaloc@innovationhigh.org | **Area Superintendent:** Corrine Manley



School Description and Profile School Year 2025-2026

Orange County Workforce Innovation High School is a public charter school offering a personalized educational program for students and families who prefer an Independent Study model. We serve students seeking an alternative to traditional public schools, whether they need a more individualized approach, flexibility for work or family responsibilities, or a fresh start after challenges in a conventional setting.

Our academic program is rigorously aligned with California Subject Area Content Standards, ensuring a challenging yet highly tailored learning experience. Students benefit from flexible options designed to help them succeed on their own terms. We are building a strong community school model through ongoing enhancements such as Workforce Innovation and Opportunity Act partnerships, Career Technical Education (CTE) pathways, Dual Enrollment opportunities and A-G approved coursework. These initiatives support a cycle of continuous improvement and prepare students for college, career, and life beyond high school.

School Enrollment

Grade Level	Number of Students
Grade 9	76
Grade 10	68
Grade 11	48
Grade 12	18
Total Enrollment	210

Data provided by CDE

**TABLE 5: STUDENT ENROLLMENT BY STUDENT GROUP
SCHOOL YEAR 2024-2025**

Student Group	Percentage
Female	51%
Male	48%
Non-Binary	1%
American Indian or Alaska	1%
Asian	0%
Black or African American	3%
Filipino	1%
Hispanic or Latino	78%
Native Hawaiian or Pacific Islander	1%
Two or More Races	5%
White	11%
English Learner	23%
Foster Youth	3%
Homeless	5%
Socioeconomically Disadvantaged	85%
Students Receiving Migrant Ed	0%
Students with Disabilities	31%

Data provided by CDE

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 2021–2022

Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19	100%	234,405	84%
Intern Credentialed Holders Properly Assigned	0	0%	4,853	1.70%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	12,001	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	8	42%	11,953	4.30%
Unknown	0	0%	864	0.30%
Total Teaching Positions	19	100%	279,044	100%

Data provided by CDE for State and LEA for School.

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

TABLE 7: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2022–2023

Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9	100%	231,142	83.24%
Intern Credentialed Holders Properly Assigned	0	0%	5,566	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	14,938	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	9	100%	11,746	4.23%
Unknown	0	0%	14,303	5.15%
Total Teaching Positions	9	100%	277,698	100%

Data provided by CDE for State and LEA for School.

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

TABLE 8: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2023–2024

Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7	100%	230,039	100%
Intern Credentialed Holders Properly Assigned	0	0%	6,213	2.20%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	16,855	6.00%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7	100%	12,112	4.30%
Unknown	0	0%	13,705	4.90%
Total Teaching Positions	7	100%	278,927	100%

Data provided by CDE for State and LEA for School.

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



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 9: TEACHERS WITHOUT CREDENTIALS AND MISASSIGNMENTS (CONSIDERED "INEFFECTIVE" UNDER ESSA)

Authorizations/Assignments	2021-2022 Number	2022-2023 Number	2023-2024 Number
Permits and Waivers	0	0	0
Misassignments	0	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	0	0

Data provided by LEA

TABLE 10: CREDENTIALLED TEACHERS ASSIGNED OUT-OF-FIELD (CONSIDERED "OUT-OF-FIELD" UNDER ESSA)

Indicator	2021-2022 Number	2022-2023 Number	2023-2024 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	137	190	181
Total Out-of-Field Teachers	8	9	7

Data provided by LEA

TABLE 11: CLASS ASSIGNMENTS

Indicator	2021-2022 Percent	2022-2023 Number	2023-2024 Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0%

Data provided by LEA

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 2025-2026

Orange County Workforce Innovation High School 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 2025 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

TABLE 12: QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOK AND OTHER INSTRUCTIONAL MATERIALS SCHOOL YEAR 2025-2026 / YEAR AND MONTH IN WHICH THE DATA WERE COLLECTED: DECEMBER 2025			
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	2021	0.00%
Mathematics	9th – Algebra 1 – Houghton Mifflin/Harcourt 10th – Geometry - Houghton Mifflin/Harcourt 11th – Algebra II - Houghton Mifflin/Harcourt v 9th - Integrated Mathematics I - National Geographic/Cengage 10th - Integrated Mathematics 2 - National Geographic/Cengage 11th - Integrated Mathematics 3 - National Geographic/Cengage 12th - Mathematics for Business and Personal Finance - Glencoe 12th - Introductory Statistics: Exploring the World (2020) -Savvas Learning Company LLC (Pearson)	2020 2020 2020 2016 2016 2016 2015 2020	0.00%
Science	9th – 10th – Earth Science - Houghton Mifflin/ Harcourt 9th – 10th – Physics - Houghton Mifflin/ Harcourt 10th – Biology - Houghton Mifflin/Harcourt 11th – Chemistry - Houghton Mifflin/Harcourt	2018 2020 2018 2020	0.00%
History-Social Science	10th – World History – Houghton Mifflin/Harcourt 11th – American History – Houghton Mifflin/Harcourt 12th – Economics – Houghton Mifflin/Harcourt 12th – Civics – Houghton Mifflin/Harcourt	2018 2018 2018 2018	0.00%
Foreign Language	9th - 12th Rosetta Stone – World Languages 9th – 12th Edmentum _ World Languages 9th – 12th APEX – World Language	2020 2012 2012	0.00%
Health	N/A	N/A	0.00%
Visual and Performing Arts	N/A	N/A	0.00%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.00%

Data provided by LEA

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

School Facility Conditions and Planned Improvements School Year 2024-2025

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 September 2025.

TABLE 14: SCHOOL FACILITY GOOD REPAIR STATUS DATE OF LAST INSPECTION: SEPTEMBER 2025				
OVERALL SUMMARY OF SCHOOL FACILITY CONDITIONS: EXEMPLARY DATA COLLECTED: SEPTEMBER 2025				
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			

Data provided by LEA

Overall Facility Rate Year and month of the most recent inspection: September 2025

TABLE 15: OVERALL RATING				
Exemplary	Good	Fair	Poor	Deficiency & Remedial Actions Taken or Planned
x				

Data provided by LEA

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 (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).
- 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 16: 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 2023-2024	School 2024-2025	State 2023-2024	State 2024-2025
English Language Arts/Literacy (Grades 3-8 and 11)	30.43%	25.76%	47.04%	48.82%
Mathematics (Grades 3-8 and 11)	2.17%	4.48%	35.54%	37.30%

Data provided by CDE for State and LEA for School.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

TABLE 17: 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 2024-2025

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	65	98%	2%	26.2%
Female	36	36	100%	0%	30.6%
Male	29	28	97%	3%	21.4%
American Indian or Alaska Native	*	*	*	100%	*
Asian	*	*	*	100%	*
Black or African American	*	*	100%	0%	*
Filipino	*	*	100%	0%	50.0%
Hispanic or Latino	50	49	98%	2%	26.5%
Native Hawaiian or Pacific Islander	*	*	*	100%	*
Two or More Races	*	*	100%	0%	50.0%
White	*	*	100%	0%	25.0%
English Learners	*	*	100%	0%	*
Foster Youth	*	*	100%	0%	*
Homeless	*	*	100%	0%	16.7%
Military	*	*	*	100%	*
Socioeconomically Disadvantaged	47	47	100%	0%	21.3%
Students Receiving Migrant Education Services	*	*	*	100%	*
Students with Disabilities	20	20	100%	0%	5.0%

Data provided by LEA

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

TABLE 18: 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 2024-2025

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	66	99%	1%	4.6%
Female	36	36	100%	0%	2.8%
Male	30	29	97%	3%	3.5%
American Indian or Alaska Native	*	*	*	100%	*
Asian	*	*	*	100%	*
Black or African American	*	*	100%	0%	*
Filipino	*	*	100%	0%	*
Hispanic or Latino	51	50	98%	2%	6.0%
Native Hawaiian or Pacific Islander	*	*	*	100%	*
Two or More Races	*	*	100%	0%	*
White	*	*	100%	0%	*
English Learners	*	*	100%	0%	*
Foster Youth	*	*	100%	0%	*
Homeless	*	*	100%	0%	*
Military	*	*	*	100%	*
Socioeconomically Disadvantaged	48	48	100%	0%	4.2%
Students Receiving Migrant Education Services	*	*	*	100%	*
Students with Disabilities	20	20	100%	0%	5.0%

Data provided by LEA

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 2023-2024	School 2024-2025	State 2023-2024	State 2024-2025
Science (grades 5, 8 and high school)	25.00%	*	30.70%	32.66%

Data provided by CDE for State and LEA for School.

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer. Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**TABLE 20: CAASPP TEST RESULTS IN SCIENCE BY STUDENT GROUP
GRADES FIVE, EIGHT, AND HIGH SCHOOL / SCHOOL YEAR 2024-2025**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	*	*	100%	0%	33.3%
Female	*	*	100%	0%	60.0%
Male	*	*	100%	0%	*
American Indian or Alaska Native	*	*	*	100%	*
Asian	*	*	*	100%	*
Black or African American	*	*	*	100%	*
Filipino	*	*	*	100%	*
Hispanic or Latino	*	*	100%	0%	28.6%
Native Hawaiian or Pacific Islander	*	*	*	100%	*
Two or More Races	*	*	*	100%	*
White	*	*	100%	0%	50.0%
English Learners	*	*	*	100%	*
Foster Youth	*	*	*	100%	*
Homeless	*	*	100%	0%	33.3%
Military	*	*	*	100%	*
Socioeconomically Disadvantaged	*	*	100%	0%	28.6%
Students Receiving Migrant Education Services	*	*	*	100%	*
Students with Disabilities	*	*	100%	0%	*

Data provided by LEA

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs School Year 2024-2025

Our school is committed to expanding its Career Technical Education (CTE) program, recognizing the importance of blending core academic knowledge with practical technical skills for today's workforce. We strive to provide students with meaningful opportunities to develop these skills through strong partnerships with local businesses and community colleges.

Currently, we offer CTE courses in Real Estate Principles; Advanced Commercial & Digital Photography; Introduction to the Arts, Media, and Entertainment; Child Growth & Development; Child, Family, and Society; Digital Photography; Medical Terminology; and Integrated Health and Patient Care. These courses prepare students for creative careers while building essential technical and professional skills. Many of our student participate in the Workforce Innovation Opportunity Act (WIOA).

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

**TABLE 22: CAREER TECHNICAL EDUCATION (CTE)
PARTICIPATION SCHOOL YEAR 2024-2025**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	102
Number of Pupils Participating in WIOA	65
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.0%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	28.60%

Data provided by CDE and LEA

UC/CSU Course Completion

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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 SCHOOL YEAR 2024-25	
UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100%
Graduates Who Completed All Courses Required for UC/CSU Admission	8.57%

Data provided by CDE

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

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 five 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).

TABLE 24: CALIFORNIA PHYSICAL FITNESS TEST 2024-2025 PERCENTAGE OF STUDENTS PARTICIPATING IN EACH OF THE FITNESS COMPONENTS

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	62.00%	62.00%	62.00%	62.00%	62.00%

Data provided by LEA

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

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 2025-2026

Orange County Workforce Innovation High School actively encourages parental involvement throughout the school year. We host quarterly meetings for our Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC), two essential groups that provide input on planning, developing, implementing, and evaluating school programs.

Parents and educational partners play a vital role in shaping our Local Control and Accountability Plan (LCAP) and reviewing its progress. PAC and ELAC also advise on key initiatives such as utilization of funding and grants, Parent and Family Compact, and Community Schools Framework, which outline shared responsibility for improving student outcomes. Parent's voice are also captured through the annual school survey as well as through informal interviews.

To foster open dialogue, we hold a Community School Coffee Hour every two weeks, providing an accessible platform for discussion and feedback on school goals. We also have a Community Schools Steering Committee with representatives from all educational partner groups to ensure local needs and community-based definitions of success guide decision-making.

Parents receive updates through automated calls, text messages, L4L Connect, and web-based communications from teachers and administrators. They are invited to attend events such as Parent Conferences, Open House, Back to School Night, Student Recognition Days, Parent Workshops, and Family and Cultural Nights. Parents are encouraged to contact the school office at (657) 207-2100 or connect directly with teachers to support their child's academic progress toward graduation.

State Priority: Pupil Engagement

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

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

Dropout & 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 four-year cohort graduation and dropout numbers. The one-year graduation rate is reported through the California School Dashboard and internal student information systems data was used in the chart below, because it was the

most recently available source. The school is a Dashboard Alternative School Status (DASS), because the student population served is typically behind in credits.

The tables display the most current data available. N/A is displayed when the school is new, or there is no data available to report, because the state did not report their data when this report was published.

Note: The California Department of Education DataQuest system reports the Four-Year Adjusted Cohort Rate (ACGR) for all regular high schools. However, the ACGR is not a match for our school, because we are an approved Dashboard Alternative School Status (DASS). We serve a student population who are typically behind in credits, and not likely to graduate on time in a regular school setting. As a DASS school, we report the one-year graduation rate, which is calculated internally or from the California School Dashboard. The tables display the most current data available. N/A means that data was not available at the time of publication.

TABLE 26: DROPOUT RATE AND GRADUATION RATE						
Indicator	School Cohort 2022-2023	School Cohort 2023-2024	School Cohort 2024-2025	State Cohort 2022-2023	State Cohort 2023-2024	State Cohort 2024-2025
One-Year Cohort Drop Rate	13.0%	13.2%	7.7%	N/A	N/A	N/A
One-Year Cohort Grad Rate	69.0%	79.0%	89.0%	N/A	N/A	N/A
Four-Year Cohort Drop Rate	28.2%	25.81%	21.4%	8.2%	8.9%	8.0%
Four-Year Cohort Grad Rate	17.4%	16.1%	16.1%	86.2%	86.4%	87.5%

Data provided by CDE for State and LEA for School.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

TABLE 27a: GRADUATION RATE BY STUDENT GROUP, ONE-YEAR DASS COHORT RATE SCHOOL YEAR 2024-2025			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	38	34	89%
Female	24	21	88%
Male	14	13	93%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	*	*	100%
Filipino	*	*	*
Hispanic or Latino	31	28	90%
Native Hawaiian or Pacific Islander	*	*	100%
Two or More Races	*	*	100%
White	*	*	100%
English Learners	*	*	100%
Foster Youth	*	*	100%
Homeless	*	*	100%
Socioeconomically Disadvantaged	30	28	93%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	*	*	89%

Data provided by LEA

The one-year graduation rate reflects the CDE rate for DASS schools, and the data above is from PowerBI.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.



**TABLE 27b: GRADUATION RATE BY STUDENT GROUP, FOUR-YEAR COHORT RATE
SCHOOL YEAR 2024-2025**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	56	*	16.1%
Female	24	*	20.8%
Male	31	*	12.9%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	*	*	*
Filipino	*	*	*
Hispanic or Latino	42	*	19.0%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	*	*	*
White	*	*	*
English Learners	20	*	20.0%
Foster Youth	*	*	*
Homeless	13	*	7.7%
Socioeconomically Disadvantaged	53	*	17.0%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	16	*	12.5%

Data provided by CDE

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>.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

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 2024-2025

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	315	305	173	56.7%
Female	161	156	93	59.6%
Male	152	147	78	53.1%
Non-Binary	*	*	*	*
American Indian or Alaska	*	*	*	*
Asian	*	*	*	*
Black or African American	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	251	242	138	57.0%
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	11	11	*	54.5%
White	35	34	20	58.8%
English Learner	72	69	38	55.1%
Foster Youth	*	*	*	*
Homeless	17	17	13	76.5%
Socioeconomically Disadvantaged	242	239	136	56.9%
Students Receiving Migrant Ed	*	*	*	*
Students with Disabilities	90	87	48	55.2%

Data provided by CDE

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

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. 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 2022-2023	School 2023-2024	School 2024-2025	State 2022-2023	State 2023-2024	State 2024-2025
Suspensions	0.0%	0.3%	1.3%	3.6%	3.3%	2.9%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Data provided by CDE for State and LEA for School.

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

TABLE 30: SUSPENSIONS AND EXPULSIONS BY STUDENT GROUP		
SCHOOL YEAR 2024-2025		
Student Group	Suspensions Rate	Expulsions Rate
All Students	1.3%	0.0%
Female	0.6%	0.0%
Male	2.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	1.6%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learner	2.8%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	1.2%	0.0%
Students Receiving Migrant Ed	0.0%	0.0%
Students with Disabilities	1.1%	0.0%

Data provided by CDE

Note: To protect student privacy, an asterisk (*) is used in the table when the cell size within a selected student population is ten or fewer.

School Safety School Year 2025-2026

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 November 2025.

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 2024-2025

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 38: RATIO OF PUPILS TO ACADEMIC COUNSELOR SCHOOL YEAR 2024-2025	
Title	Ratio
Pupils to Academic Counselor*	1:210

Data provided by LEA

*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 39: STUDENT SUPPORT SERVICES STAFF SCHOOL YEAR 2024-2025	
Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	3.00

Data provided by LEA

*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.

**"Other" category is for all other student support services staff positions not listed.

School Expenditures Fiscal Year 2023-2024

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 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 2023-2024

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 40: EXPENDITURES PER PUPIL AND SCHOOL SITE TEACHER SALARIES FISCAL YEAR 2023-2024				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	18,740.74	2,818.36	15,922.38	88,906
State	N/A	N/A	20,281.45	101,084.00
Percent Difference School Site and State	N/A	N/A	-7.90%	-12.82%

Data provided by LEA

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

Types of Services Funded Fiscal Year 2024-2025

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 2023-2024

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

Category	LEA Amount	State Average for State In Same Category
Beginning Teacher Salary	79,500.00	54,938.00
Mid-Range Teacher Salary	90,100.00	77,181.00
Highest Teacher Salary	100,700.00	105,502.00
Average Principal Salary (High)	132,500.00	149,893.00
Superintendent Salary	191,562.50	173,469.00
Percent of Budget for Teacher Salaries	23.22%	25.33%
Percent of Budget for Administrative Salaries	5.42%	6.27%

Data provided by LEA

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 2024-2025

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	2
Percent of Students in AP Courses: (Data Pulled from CALPADS)	0.50%

Data provided by CDE

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

Professional Development

Orange County Workforce Innovation High School is committed to an ongoing cycle of continuous improvement through the Professional Learning Communities (PLC) model. Our focus is on monitoring and improving student learning, cultivating a collaborative culture, and using data to meet growth targets.

Monthly PLCs cover a wide range of topics to strengthen pedagogy, content knowledge, and instructional versatility for our diverse learners. Special emphasis is placed on supporting English language learners, students with disabilities, homeless and foster youth, and students who are socioeconomically at a disadvantage through frameworks such as social-emotional learning, trauma-informed care and restorative practices, community schools, and multi-tiered systems of support.

Administrators engage in ongoing professional learning focused on effective school leadership and instructional practices. The Leadership Team identifies annual priorities for professional development and organizes large and small group sessions, as well as instructional coaching, based on school needs, staff input, and data analysis.

Newly hired teachers are paired with experienced mentors for their first year and receive on-the-job training to align with the school's mission and program. Preliminary credentialed teachers participate in New Teacher Induction through our partnership with the Center for Teacher Innovation, with site-based support providers guiding all required activities. Special education teachers receive annual training on new procedures and effective strategies for improving academic achievement. Administrators receive induction training through the Center for Teacher Innovation and ASCA-Palmdale Clear Admin program. Staff also participate in external conferences such as CABE, CASC, ASCA, NSTA, the Crisis Prevention Conference, Orange County Family & Community Engagement, Liaison Summit, Special Education Summit, and CCSPP Technical Assistance Sessions, ensuring they are well-equipped to meet the diverse needs of our students.

Measure	2023-2024	2024-2025	2025-2026
Number of school days dedicated to Staff Development and Continuous Improvement	28	26	28

Data provided by LEA