

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 San Diego Workforce Innovation High School mission is to provide a safe, compassionate, and respectful learning environment to empower lifelong learners through personalized instruction, community involvement, and student advocacy.

SDWIHS will graduate students with the resilience, confidence, and 21st-Century Skills needed to thrive in their careers, be engaged with their communities, and lead meaningful lives. Students will graduate with 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 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 where all students are held to high academic and behavioral standards. Students work in collaborative relationships, both on and off-site the school. Through a personalized learning approach, the SDWIHS strives to develop competent, self-motivated, and lifelong learners. To accomplish this, the school emphasizes increased parental involvement, one-on-one teacher-student interaction, modifications for learning styles, student-driven participation in the learning process, technology access, varied learning environments, and curriculum choices.

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

San Diego Workforce Innovation High School • 2 Euclid Ave. Ste. A National City, CA 91950 • 619-432-4690

www.innovationsandiego.org County-District-School (CDS) Code: 37 67983 0134890 • Grades: 9-12

Principal: Amanda Clark • principal@innovationsandiego.org | **Area Superintendent:** Lindsay Reese



School Description and Profile (School Year 2021-22)

San Diego 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 their student’s academic needs. The typical students are those who want an alternative to the local, comprehensive school. Most students come to the school because they were unsuccessful in the traditional high school setting or needed a more personalized approach to their education. Other students need the flexibility of an independent study model to meet family obligations such as work or caring for a child. Regardless of the reason, the school offers a uniquely structured academic program rigorously guided by the California State Standards that provides a challenging, personalized education for students.

School Enrollment

TABLE 4: STUDENT ENROLLMENT BY GRADE LEVEL (SCHOOL YEAR 2020-21)	
Grade Level	Number of Students
Grade 9	775
Grade 10	931
Grade 11	720
Grade 12	290
Total Enrollment	2716

TABLE 5: STUDENT ENROLLMENT BY STUDENT GROUP (SCHOOL YEAR 2020-21)	
Student Group	Percentage
Female	49.7%
Male	50.0%
Non-Binary	0.3%
American Indian or Alaska Native	0.5%
Asian	0.5%
Black or African American	5.3%
Filipino	1.0%
Hispanic or Latino	67.6%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	4.3%
White	19.9%
English Learners	15.2%
Foster Youth	0.7%
Homeless	5.1%
Migrant	0.0%
Socioeconomically Disadvantaged	75.4%
Students with Disabilities	19.8%

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

The 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)	109	93%	23750	Exceptions 93% Appropriate Assignments 7%
Intern Credentialed Holders Properly Assigned	8	7%	Information Not Available	Information Not Available
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7	6%	43278	Exceptions 63% Misassignments 37%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	88	75%	Information Not Available	Information Not Available
Unknown	N/A	N/A	N/A	N/A
Total Teaching Positions	109	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.

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	7
Misassignments	46
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	53

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	1730
Total Out of-Field Teachers	88

TABLE 9: CLASS ASSIGNMENTS (SCHOOL YEAR 2019-2020)	
Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3%
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)

The school determined that each student has sufficient and good quality textbooks, instructional materials, 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, 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	2016	0.00%
	10th - Geometry - Houghton Mifflin/Harcourt	2016	
	11th - Algebra II - Houghton Mifflin/Harcourt	2016	
Science	9th - 10th - Integrated Science I - Houghton Mifflin/Harcourt	2012	0.00%
	11th - 12th - Integrated Science II - Houghton Mifflin/Harcourt	2012	
	9th - 10th - Earth Science - Houghton Mifflin/ Harcourt	2012	
	9th - 10th - Physics - Houghton Mifflin/ Harcourt	2012	
	10th - Biology - Houghton Mifflin/Harcourt	2012	
	11th - Chemistry - Houghton Mifflin/Harcourt	2012	
History-Social Science	10th - World History - Houghton Mifflin	2014	0.00%
	11th - United States History - Houghton Mifflin	2014	
	12th - Economics - McGraw-Hill	2018	
	12th - United States Government - McGraw-Hill	2018	
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	N/A

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:
 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.

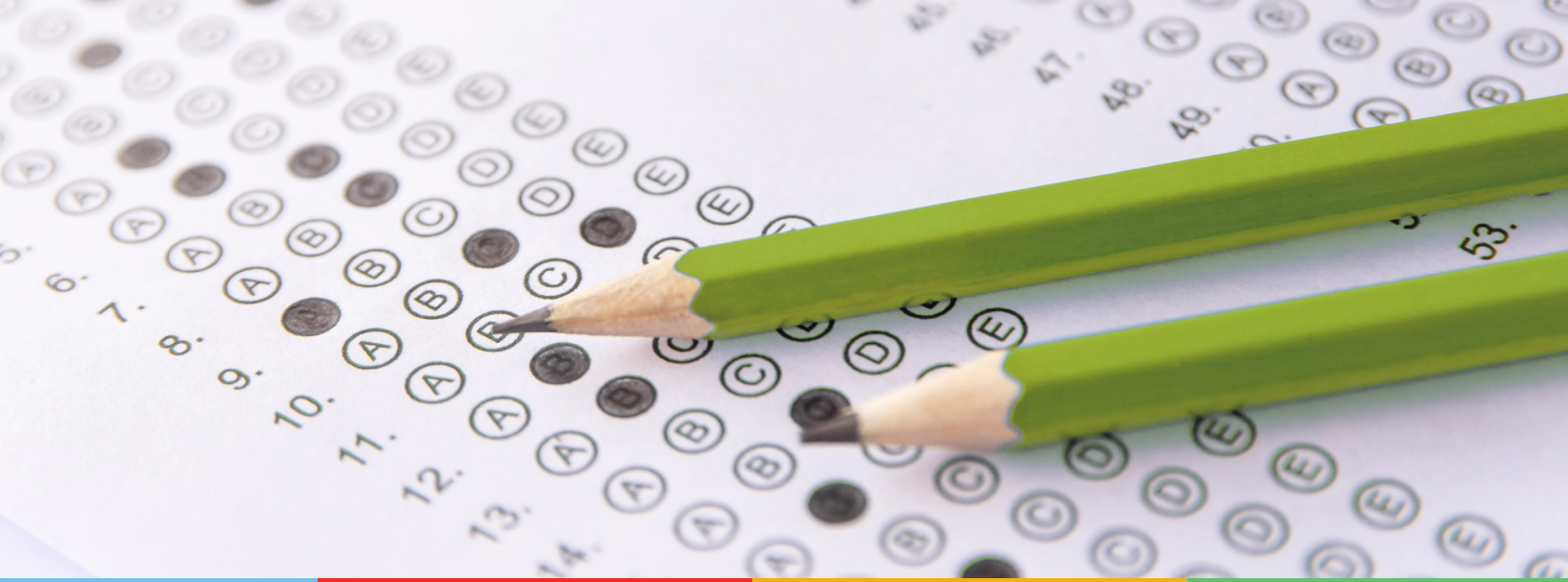
- Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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	688	611	89%	11%	31%
Female	368	326	89%	11%	34%
Male	319	284	89%	11%	28%
American Indian or Alaska Native	*	*	50%	50%	0%
Asian	*	*	75%	25%	33%
Black or African American	34	26	76%	24%	23%
Filipino	*	*	67%	23%	50%
Hispanic or Latino	458	411	90%	10%	29%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	57	49	86%	14%	35%
White	130	119	92%	8%	41%
English Learners	85	72	85%	15%	4%
Foster Youth	0	0	0%	0%	0%
Homeless	25	19	76%	24%	42%
Military	*	*	100%	0%	20%
Socioeconomically Disadvantaged	457	406	89%	11%	29%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	117	104	89%	11%	14%

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	688	614	89%	11%	9%
Female	368	328	89%	11%	8%
Male	319	285	89%	11%	10%
American Indian or Alaska Native	*	*	50%	50%	0%
Asian	*	*	75%	25%	33%
Black or African American	34	26	76	24%	0%
Filipino	*	*	67%	23%	0%
Hispanic or Latino	458	415	91%	9%	8%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	57	49	86%	14%	12%
White	130	118	91%	9%	13%
English Learners	85	71	84%	16%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	25	19	76%	26%	16%
Military	*	*	100%	0%	20%
Socioeconomically Disadvantaged	457	406	89%	11%	8%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	117	104	89%	11%	4%

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	17%	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	201	161	80%	20%	17%
Female	109	88	81%	19%	17%
Male	92	73	79%	21%	16%
American Indian or Alaska Native	*	*	100%	0%	0%
Asian	*	*	100%	0%	33%
Black or African American	*	*	63%	27%	20%
Filipino	*	*	100%	0%	0%
Hispanic or Latino	129	104	81%	19%	12%
Native Hawaiian or Pacific Islander	*	*	100%	0%	0%
Two or More Races	*	*	75%	25%	33%
White	50	40	80%	20%	25%
English Learners	14	13	93%	7%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	*	*	86%	14%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	126	97	77%	23%	16%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	31	25	81%	19%	4%

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. The school is committed to bringing students more opportunities to develop these skills through developing relationships with local businesses and community colleges.

The school offers several professional skills and CTE courses that include an Entrepreneurship, Information Technology, Culinary Arts, Child Development, Business Management, and other entry CTE course through the online platform Edmentum.

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	1288
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	42%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	47%

UC/CSU Course Completion

Students are encouraged to take University of California/ California State University (UC/CSU) preparatory courses. San Diego Workforce Innovation High School are encouraged to take entry level community college courses to familiarize themselves with the college format and experience. Students must earn a letter grade of 'C' or better.

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	98.23%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	1.89%

*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)

San Diego Workforce Innovation High School encourages parental involvement throughout the school year. The Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meet quarterly during the school year. The PAC/ELAC provides advice in planning, developing, implementing, and evaluating our school program. All stakeholders are encouraged to participate in the development of the Local Control and Accountability Plan (LCAP) and provide input on the progress of the LCAP throughout the school year. Automated phone calls, text messages, and web-based communications from teachers and administrators notify parents throughout the school year. Parents may contact the school office at 619-432-4690. Parent-teacher conferences and Open House 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 student's teacher to discuss their student's academic progress towards graduation.

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

Most enrolling students are opportunity youth who are at-risk of dropping out of school. Upon enrollment, students participate in digital skills and a professional skills course. In addition to these two courses, students receive a personalized learning plan to meet their goals and determine their path towards graduation. Students decide their post-secondary college and career goals. The school counselors and teachers build upon the personalized learning and post-secondary plan to support their academic planning and college and career readiness.

Upon enrollment, students complete a diagnostic assessment in reading and math using NWEA. The assessment provides the staff and students the areas of strengths and growth, which then helps determine if any remedial coursework is needed. SDWIHS offers unlimited free tutoring to support students who may be struggling and in need of intervention support. Early interventions are intended to promote attendance and reduce the likelihood of student dropouts.

When a student’s attendance declines, targeted interventions are implemented:

- Teachers make contact home when students miss any appointments.
- After multiple missed appointments, a parent-teacher or adult student-teacher conference are scheduled.
- An Attendance Intervention Meeting (AIM) is scheduled when the student’s attendance has not improved. The AIM includes the parent, student, teacher, and Student Retention Support. The legal requirements of attending school and problems adults face as high school dropouts are discussed. If the student/parent cannot be reached, a home visit will be conducted.
- A Student Retention Meeting (SRM) is scheduled when the AIM has not been successful. The SRM includes the School Counselor, Supervising Teacher, School Administrator, and Student Retention Support. The team will discuss with the student and parent if the independent study program is the best option for the student, other school options, and the serious long-term consequences of dropping out of school.

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	11.1%	13.5%	10.8%	9.0%	8.9%	N/A
Graduation Rate	82.3%	70.0%	79.3%	84.5%	84.3%	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	668	528	79.0%
Female	348	287	82.5%
Male	318	239	75.2%
Non-Binary	*	*	100.0%
American Indian or Alaska Native	*	*	100.0%
Asian	*	*	71.4%
Black or African American	37	32	86.5%
Filipino	0	0	0.0%
Hispanic or Latino	409	308	75.3%
Native Hawaiian or Pacific Islander	*	*	50.0%
Two or More Races	49	40	81.6%
White	149	128	85.9%
English Learners	92	66	71.7%
Foster Youth	*	*	100.0%
Homeless	49	45	91.8%
Socioeconomically Disadvantaged	0	0	0.0%
Students Receiving Migrant Education Services	357	276	77.3%
Services with Disabilities	103	78	75.7%

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

Chronic Absenteeism rate is not currently calculated in a manner for non-classroom-based DASS programs. According to the CDE, students are determined to be chronically absent if the school increased or declined between the prior year and the current, and the percent of students in a school or district or student group is absent for 10 percent or more of the instructional days they were enrolled to attend. San Diego Workforce Innovation High School follows all 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	3,869	3,624	2,279	62.9%
Female	1,980	1,852	1,202	64.9%
Male	1,882	1,765	1,073	60.8%
Non-Binary	*	*	*	*
American Indian or Alaska Native	24	20	14	70.0%
Asian	22	21	13	61.9%
Black or African American	233	215	157	73.0%
Filipino	30	30	20	66.7%
Hispanic or Latino	2,592	2,435	1,541	63.3%
Native Hawaiian or Pacific Islander	*	*	*	75.0%
Two or More Races	168	158	96	60.8%
White	755	704	412	58.5%
English Learners	588	536	340	63.4%
Foster Youth	39	36	26	72.2%
Homeless	230	208	134	64.4%
Socioeconomically Disadvantaged	2,837	2,704	1,749	64.7%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A
Services with Disabilities	739	693	420	60.6%

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	0.10%	0.02%	3.50%	N/A
Expulsions	0.00%	0.00%	0.10%	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	0.02%	2.50%
Expulsions	0.00%	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	0.02%	0.00%
Female	0.00%	0.00%
Male	0.02%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.02%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.02%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.02%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Services with Disabilities	0.02%	0.00%

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. During charter renewals and oversights, the sponsoring district asks for these safety plans. Safety Plans are reviewed with the staff and for revisions on an annual basis. The school safety plan was last updated and reviewed with school staff in December 2021.

The safety of students and staff is a primary concern for the school. The staff and administration supervise the students throughout the school day to ensure a safe and positive learning environment. Both staff and students wear school IDs, and visitors to the sites must register at the front office to receive guest badges.

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 issues, 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*	1:258

*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)	10.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.5
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	\$12,775.00	\$1,222.00	\$11,553.00	\$78,956.00
State	N/A	N/A	\$13,268.66	\$81,807.00
Percent Difference School Site and State	N/A	N/A	-3.98%	-3.55%

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	\$50,546.00
Mid-Range Teacher Salary	\$80,000.00	\$81,807.00
Highest Teacher Salary	\$85,000.00	\$103,463.00
Average Principal Salary (High)	\$120,000.00	\$140,004.00
Superintendent Salary	\$157,500.00	\$182,878.00
Percent of Budget for Teacher Salaries	24.67%	30.89%
Percent of Budget for Administrative Salaries	3.62%	5.68%

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 learning to improve its curriculum and delivery of instruction. Professional learning sessions are held at least once monthly during staff meetings. Professional learning focuses on a wide variety of topics to strengthen pedagogy and content knowledge to meet the needs of the school's diverse learners. Emphasis is placed on targeting the unique needs of its English Language Learners, special education students and developing and improving the trauma-informed practices used at the school.

In addition, school administrators participate in ongoing professional learning, focusing on effective school leadership practices and instructional leadership. The leadership team identifies schoolwide focus areas each year for professional development. The leadership team conducts and organizes large and small group staff development opportunities and ongoing instructional coaching to its teachers aimed at the school's needs. Topics covered through professional developments are based on the needs of the school, suggestions made by the staff through department meetings and staff surveys, and through the collection and analysis of student achievement data. Newly hired teachers are partnered with existing teachers for the first year and participate in onboarding with a master teacher to familiarize themselves with the school's program and mission.

The school also provides Induction training to its preliminary credentialed teachers through its partnership with the Riverside County Office of Education. Participating teachers are assigned a support provider and participate in all required Induction activities. The school's special education teachers receive annual training on new procedures and processes and effective instructional strategies for improving academic achievement. In addition to ongoing professional development opportunities offered locally, staff also participates in the California Association for Bilingual Education, Equity Conference, American School Counselor Association Conference, 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	24	20	20