

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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.

### 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/>.

## 2025-26 School Contact Information

School Name	SIATech
Street	2611 Temple Heights Dr., Ste. A
City, State, Zip	Oceanside, CA 92056-3582
Phone Number	760.945.1227
Principal	Stacey Wilkins
Email Address	info@siatech.org
School Website	www.siatech.org
Grade Span	10-12
County-District-School (CDS) Code	37684520106120

## 2025-26 District Contact Information

District Name	SIATech Charter
Phone Number	760.945.1227
Superintendent	Stacey Wilkins
Email Address	stacey.wilkins@siatech.org
District Website	www.siatech.org

## 2025-26 School Description and Mission Statement

The School for Integrated Academics and Technologies (SIATech) is a network of charter high school campuses in California focused on helping students get back in school and back on-track to graduation. The mission of SIATech is to educate at-risk students through high-quality, personalized high school diploma options that prepare them for success in college, career, and beyond. SIATech seeks to provide students with "Real Learning for Real Life." The school was founded in 2004 and operates in partnership with Department of Labor's Job Corps program and Workforce Innovation and Opportunity Act (WIOA) locations. SIATech school sites are in the following areas: El Centro, Indio, Inland Empire, Long Beach, Los Angeles, Moreno Valley, North County (Oceanside), Perris, Sacramento, San Diego, San Jose, and South Bay (Chula Vista).

2025-26 School Description and Mission Statement

Students at SIATech are offered “Real Learning for Real Life,” with an opportunity to complete their high school education in a motivational, academically challenging environment. Standards-based academic learning is integrated in real-world, high-tech applications as the program focuses on literacy, numeracy, technology, and workplace readiness skills. Academic knowledge integrated into state-of-the-art technologies and real-world software applications are used within a professional, work-like setting to prepare students for success in the workforce and/or further academic training. The goal is to improve learning opportunities for the severely at-risk students enabling them to both earn a high school diploma and succeed in entering vocational careers, military service, and post secondary education. SIATech's commitments are: caring, supportive relationships; individualized learning; rigorous, relevant curriculum; college and career readiness; excellent staff; and equity.

SIATech schools offer a curriculum that includes UC approved a-g courses available to all students. UC utilizes “a-g” subject requirements to ensure that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study. SIATech students graduate ready for college and career.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	581
Grade 11	366
Grade 12	227
Total Enrollment	1,174

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44
Male	55.3
Non-Binary	0.7
American Indian or Alaska Native	0.8
Asian	0.9
Black or African American	13.1
Filipino	0.1
Hispanic or Latino	69.3
Native Hawaiian or Pacific Islander	0.8
Two or More Races	7.4
White	7.6
English Learners	18.8
Foster Youth	1.1
Homeless	5.8
Socioeconomically Disadvantaged	94.5
Students with Disabilities	17

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.9	52.94	917.7	86.53	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	3	0.28	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	21.1	1.99	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	20.6	39.11	48.2	4.55	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	4.1	7.92	70.4	6.64	15831.9	5.67
<b>Total Teaching Positions</b>	52.8	100	1060.5	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.9	53.48	925.3	87.74	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0.4	0.04	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	8.8	19.01	22.7	2.15	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	9.6	20.75	39.2	3.72	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	3.1	6.72	66.9	6.34	14303.8	5.15
<b>Total Teaching Positions</b>	46.6	100	1054.6	100	277698	100

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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.7	64.95	888	86.94	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	2.3	0.23	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.3	9.73	20.1	1.97	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	10.6	24.1	30.5	2.99	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0.5	1.15	80.3	7.86	13705.8	4.91
<b>Total Teaching Positions</b>	44.2	100	1021.4	100	278927.1	100

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.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	8.8	4.3
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	8.8	4.3

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	20.60	9.6	10.6
<b>Total Out-of-Field Teachers</b>	20.60	9.6	10.6

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.3	24.5	13.7
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.3	4.8	4.5

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

SIATech provides a customized curriculum. It is adapted by each instructor to meet the needs of each individual student. Through an online learning management system and teacher materials, SIATech students are able to access the needed coursework identified as part of their Individual Learning Plan. SIATech students and teachers will utilize the Edgenuity learning management system. Students are able to access the Edgenuity curriculum from within the SIATech classrooms or from any Internet-enabled computer or tablet at any time of day.

LEA does not adopt one specific textbook. It utilizes custom instructional materials in Edgenuity.

Year and month in which the data were collected

July 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	LEA does not adopt one specific textbook; utilizes custom instructional materials in Edgenuity.	0
<b>Mathematics</b>	LEA does not adopt one specific textbook; utilizes custom instructional materials in Edgenuity.	0
<b>Science</b>	LEA does not adopt one specific textbook; utilizes custom instructional materials in Edgenuity.	0
<b>History-Social Science</b>	LEA does not adopt one specific textbook; utilizes custom instructional materials in Edgenuity.	0
<b>Foreign Language</b>	LEA does not adopt one specific textbook; utilizes custom instructional materials in Edgenuity.	0
<b>Health</b>	LEA does not adopt one specific textbook; utilizes custom instructional materials in Edgenuity.	0
<b>Visual and Performing Arts</b>	LEA does not adopt one specific textbook; utilizes custom instructional materials in Edgenuity.	0
<b>Science Laboratory Equipment (grades 9-12)</b>	LEA does not adopt one specific textbook; utilizes custom instructional materials in Edgenuity.	0

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

School Facility Conditions and Planned Improvements

SIATech facilities and classrooms are located within six of the Job Corps Centers and eight sites for the Independent Studies program throughout California. The centers are each maintained by the contracting center operator. SIATech’s many independent study high school locations have classrooms in facilities adjacent or within WIOA career centers. The facilities are kept in good or better condition. SIATech classrooms are equipped with office-like furniture for the students which include high-quality office chairs, desks, and ergonomic workstations complete with computer, keyboard, mouse, and other student supplies.

Year and month of the most recent FIT reportAug - Oct 2024

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		



B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	23	25	42	44	47	48
Mathematics (grades 3-8 and 11)	2	2	31	32	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	401	311	77.56	22.44	25.08
Female	190	150	78.95	21.05	26.67
Male	209	159	76.08	23.92	23.27
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	29	72.50	27.50	17.24
Filipino	0	0	0	0	0
Hispanic or Latino	304	239	78.62	21.38	23.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	19	79.17	20.83	26.32
White	28	22	78.57	21.43	45.45
English Learners	78	57	73.08	26.92	8.77
Foster Youth	--	--	--	--	--
Homeless	15	9	60.00	40.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	360	274	76.11	23.89	23.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	43	71.67	28.33	11.63

### 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	400	308	77.00	23.00	2.27
Female	190	149	78.42	21.58	2.68
Male	208	157	75.48	24.52	1.91
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	29	72.50	27.50	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	303	236	77.89	22.11	1.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	19	79.17	20.83	5.26
White	28	22	78.57	21.43	4.55
English Learners	77	55	71.43	28.57	0.00
Foster Youth	--	--	--	--	--
Homeless	15	9	60.00	40.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	359	271	75.49	24.51	1.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	43	71.67	28.33	2.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	12.5	20.41	28.5	29.99	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	65	51	78.46	21.54	19.61
<b>Female</b>	30	25	83.33	16.67	16.00
<b>Male</b>	35	26	74.29	25.71	23.08
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	46	39	84.78	15.22	20.51
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	63	49	77.78	22.22	20.41
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2024-25 Career Technical Education Programs

SIATech's partnerships with Job Corps and WIOA Agencies provide remarkable opportunities for integrating content areas with career technical learning. Teamwork and good communication with CTE instructors provide a flexible and responsive setting in which to teach the skills necessary for success in the workplace. The expectation is for all students to learn the knowledge, skills, and attitudes necessary to be successful in today's technology-based economy. The Career Success Standards measure performance in the following areas: Workplace, Relationship and Ethics, Communications, Personal Growth and Development, Interpersonal Skills, Information Management, Multicultural Awareness, Career and Personal Planning, and Independent Living.

Elements of the curriculum are immersed in industry-standard technology. Software tools, like Microsoft Office Specialist and CompTIA Fundamentals + provide students with skills that are necessary for success in higher education and can be applied in various professional fields.

SIATech has developed career pathways in Health Science and Medical Technology, Information and Communication Technologies, Entrepreneurship/ Small Business, Business Management and Transportation: Logistics. We will be adding a new pathway in Education starting the 2025-2026 school year. These pathways were developed with funds from a Career Technical Education Incentive grant, K12SWP grants, and a new Golden State Pathways Program grant. The schools' career pathways enable students to focus on coursework that will prepare them for jobs after graduation.

2024-25 Career Technical Education Programs

SIATech offers hands-on career exploration by way of Paxton Patterson labs at all of its independent study sites. All sites have multiple 10-15 hour courses that appeal to students' interests and allows them to explore further into various career sectors and pathways. This resource coupled with our California Career Zone Career Interest Profiler survey allows teachers and staff to guide students into determining their post high school goals.

Work Based Learning and pre-apprenticeships have been added so that students can lead into a paid work setting. We are working with LAUNCH Apprenticeship Network to prepare students to start Pre-Apprenticeship to align them to enter paid Apprenticeships in various fields.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	20
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	1.47
Graduates Who Completed All Courses Required for UC/CSU Admission	0.36

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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
-------------	----------------------------------	--	---	---	-----------------------------

C. Engagement	<b>State Priority: Parental Involvement</b>  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.
---------------	---

<b>2025-26 Opportunities for Parental Involvement</b>
<p>SIATech students range in age from 16-24, with many being adults. However, SIATech creates numerous opportunities for parental involvement for parents of students under age 18. Parents and families are a vital part of SIATech and can serve on the Board of Directors, site-based committees, or as volunteers within each school site.</p> <p>SIATech believes that the work and values of school should extend into the home. Therefore, the school makes concerted efforts to ensure parents are partners and shared decision-makers in their children’s education. These efforts include:</p> <ul style="list-style-type: none"><li>• Promoting parent responsibilities and involvement;</li><li>• Recognizing the importance of the community’s historic, ethnic, linguistic, and cultural resources in generating interest in family involvement;</li><li>• Scheduling programs and activities flexibly to reach a diverse group of families.</li></ul> <p>SIATech schools actively reach out to parents through written and telephone correspondence, as well as websites, e-newsletters, and social media.</p>

C. Engagement

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 Rate and Graduation Rate (Four-Year Cohort Rate)									
Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	84.1	75.7	61.7	22.6	23.1	19	8.2	8.9	8
Graduation Rate	13.5	21.9	34.2	71.9	70.7	75.3	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	579	198	34.2
Female	250	103	41.2
Male	323	94	29.1
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	72	32	44.4
Filipino	--	--	--
Hispanic or Latino	387	127	32.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	44	16	36.4
White	61	20	32.8
English Learners	131	33	25.2
Foster Youth	15	7	46.7
Homeless	96	32	33.3
Socioeconomically Disadvantaged	569	194	34.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	122	33	27.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.



2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2304	1819	844	46.4
Female	960	770	387	50.3
Male	1322	1032	454	44.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	24	19	8	42.1
Asian	18	15	4	26.7
Black or African American	301	239	79	33.1
Filipino	--	--	--	--
Hispanic or Latino	1557	1247	663	53.2
Native Hawaiian or Pacific Islander	20	18	3	16.7
Two or More Races	189	138	49	35.5
White	188	139	38	27.3
English Learners	419	351	179	51.0
Foster Youth	38	28	17	60.7
Homeless	131	118	52	44.1
Socioeconomically Disadvantaged	2200	1734	797	46.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	413	342	148	43.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	4.73	3.24	3.23	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0.09	0.08	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

SIATech's comprehensive safety plan is reviewed and updated each year, and shared with the staff. Regular drills for a variety of emergencies are included in the plan, and drills are conducted with students and staff. Emergency evacuation routes and directions are posted in each classroom. SIATech has also implemented numerous safety policies and procedures to address COVID-19 and mandated reporting. Additional plans and details can be found on the school websites.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	42	1	0
Mathematics	6	25	0	0
Science	6	21	0	0
Social Science	9	44	2	1

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	72	4	
Mathematics	6	43		
Science	9	31	2	2
Social Science	9	62	6	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	95	6	3
Mathematics	8	44	2	2
Science	8	40	3	2
Social Science	9	81	7	2

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	540

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$26,537.95	\$7,688.36	\$18,849.59	\$81,819.18
District	N/A	N/A	\$18,871	\$95,692
Percent Difference - School Site and District	N/A	N/A	-0.1	-12.1
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	54.5	-17.7

## Fiscal Year 2024-25 Types of Services Funded

The School for Integrated Academics and Technologies (SIATech) is a public charter high school focused on dropout recovery. The school serves 16-24 year old students who often have dropped out of school in the past and have chosen to re-commit to their high school education. SIATech provides premier, accredited dropout recovery program, with both classroom and independent study sites; engaging students through relationship focused, high-tech, and rigorous learning experiences. Online tutoring and instruction is available and career pathways are being developed to assist students so that they will graduate college and career ready.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,722	\$62,783
Mid-Range Teacher Salary	\$91,745	\$97,783
Highest Teacher Salary	\$120,983	\$128,020
Average Principal Salary (Elementary)	\$154,363	\$160,224
Average Principal Salary (Middle)	\$169,112	\$166,992
Average Principal Salary (High)	\$156,741	\$180,971
Superintendent Salary	\$310,000	\$313,465
Percent of Budget for Teacher Salaries	32.19%	30.05%
Percent of Budget for Administrative Salaries	4.53%	5%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
-----------------------------------	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

SIATech’s professional development program creates a system of professional learning that aligns with its mission, beliefs, and commitments. High quality professional learning fosters positive change in classroom practice, which results in increased and equitable academic and social emotional achievement for all students. SIATech’s professional development plan directly aligns with LCAP goals and organizational-wide priorities. The number of PD days positively reflects additional recurring professional learning opportunities provided during the school year.

The 2024-25 school year focus is on SIATech’s Strategic Goal 1: High-Quality Instruction and Programs. The Professional Development Plan will provide high-quality instruction, equity-focused, student-centered learning through a culturally relevant curriculum that meets the social, emotional, and academic needs of all SIATech students. Professional development includes a focus on the following:

- ILP/Advisory: The SIATech Way
- Edgenuity curriculum
- Instructional strategies and practices
- Focus on literacy & numeracy through Accelerated Learning Sessions
- Professional Learning Communities (PLCs) on Friday and for JC
- Diversity, Equity, and Inclusion work
- EDGE English Learner curriculum and instructional strategies
- Book studies for site leadership
- Induction for beginning teachers
- New Staff Orientation
- Monthly SpEd professional development trainings
- Teaching and Learning Institute
- SIATech Summit
- Monthly Principals Meetings

SIATech schedules a variety of staff workshops and meetings based on current needs at multiple levels: organization-wide, site, leadership, teachers/ITAs, independent study, Job Corps, and individual. Monthly all-staff meetings address topics such as diversity, equity, and inclusion; staff wellness; and brain research. Site-based professional development is based on the transition to the new Edgenuity curriculum, instructional practices, and implementation of Accelerated Learning Sessions. In-service training is also provided for such topics as benefits, district/state/federal rules and regulations, and state/internal

Professional Development

assessments.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	12	