

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Vista Unified
Phone Number	(760) 726-2170
Superintendent	Devin Vodicka
E-mail Address	devinvodicka@vistausd.org
Web Site	www.vistausd.org

School Contact Information (School Year 2016-17)	
School Name	SIATech
Street	2611 Temple Heights Dr., Ste. A
City, State, Zip	Oceanside, Ca, 92056-3582
Phone Number	760-945-1227
Principal	Dr. Linda Dawson, Superintendent/CEO
E-mail Address	info@siatech.org
Web Site	www.siatech.org
County-District-School (CDS) Code	37684520106120

Last updated: 1/4/2017

School Description and Mission Statement (School Year 2016-17)

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 provide a premier high school dropout recovery program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in "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, South Bay (Chula Vista), and Treasure Island (San Francisco).

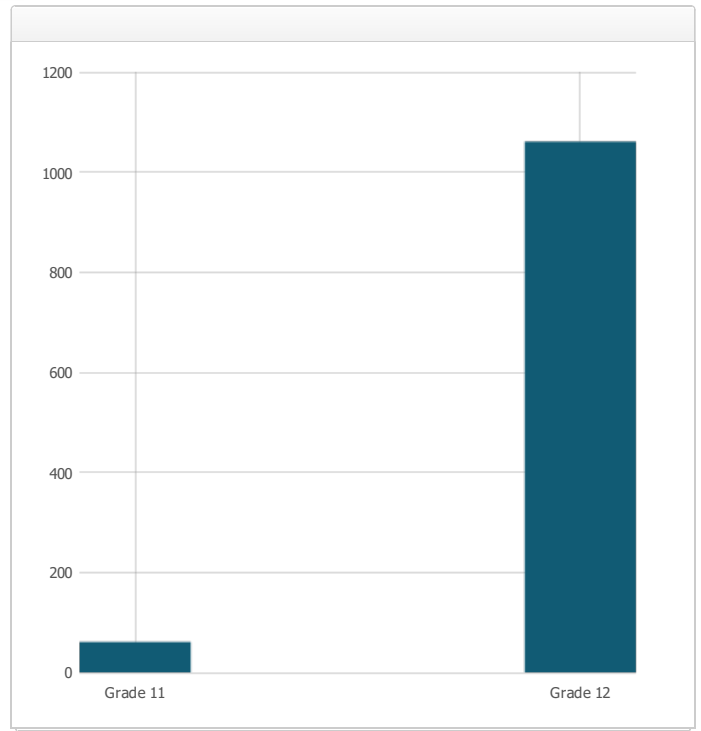
Students at SIATech are offered "Real Learning for Real Life," with an opportunity to complete their high school education in a motivational, academically challenging environment. Standards-based academic learning is integrated in real-world, high-tech applications as the program focuses on literacy, 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 postsecondary education.

SIATech recently received a California Career Pathways Trust grant. The schools' career pathways enable students to focus on coursework that will prepare them for jobs after graduation. 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.

Last updated: 1/24/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 11	61
Grade 12	1061
Total Enrollment	1122



Last updated: 1/4/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	20.4 %
American Indian or Alaska Native	1.2 %
Asian	1.2 %
Filipino	0.8 %
Hispanic or Latino	60.7 %
Native Hawaiian or Pacific Islander	1.1 %
White	8.2 %
Two or More Races	6.1 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.6 %
English Learners	17.0 %
Students with Disabilities	6.5 %
Foster Youth	0.9 %

Last updated: 1/4/2017

A. Conditions of Learning

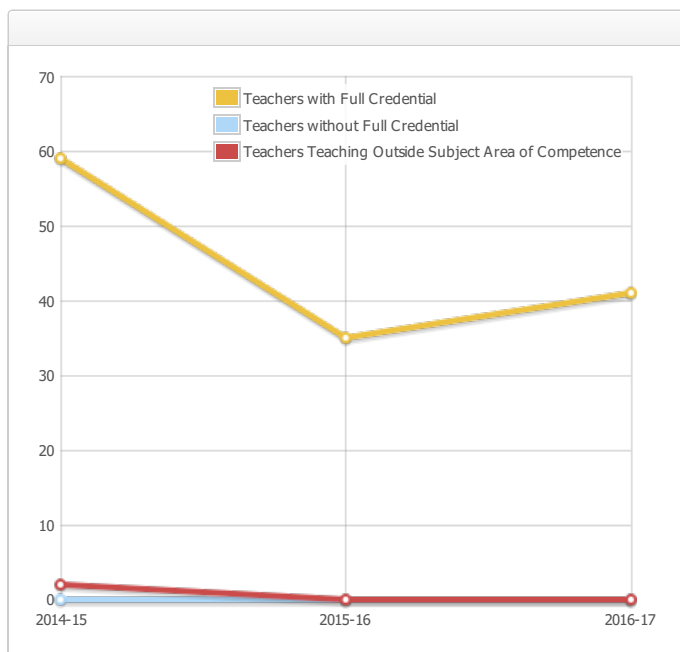
State Priority: Basic

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

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

Teacher Credentials

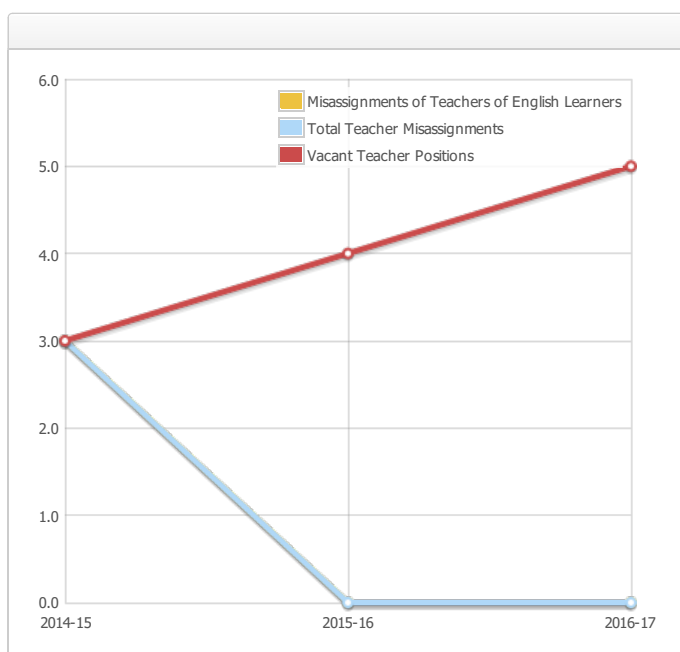
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	59	35	41	1027
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	0	0



Last updated: 1/24/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	3	0	0
Total Teacher Misassignments*	3	0	0
Vacant Teacher Positions	3	4	5



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/24/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	98.0%	2.0%
High-Poverty Schools in District	98.0%	2.0%
Low-Poverty Schools in District	96.0%	4.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/4/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SIATech provides a customized curriculum adapted for dropout recovery called ConTech curriculum. It is adapted by each instructor to meet the needs of each individual student. Through Schoology and the ANGEL learning management systems, SIATech students are able to access the needed coursework identified as part of their Individual Learning Plan. Students are able to access the 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.	Yes	0.0 %
Mathematics	LEA does not adopt one specific textbook.	Yes	0.0 %
Science	LEA does not adopt one specific textbook.	Yes	0.0 %
History-Social Science	LEA does not adopt one specific textbook.	Yes	0.0 %
Foreign Language	LEA does not adopt one specific textbook.	Yes	0.0 %
Health	LEA does not adopt one specific textbook.	Yes	0.0 %
Visual and Performing Arts	LEA does not adopt one specific textbook.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/24/2017

School Facility Conditions and Planned Improvements

SIATech facilities and classrooms are located within the six Job Corps Centers throughout California. The centers are each maintained by the contracting center operator. The SIATech San Jose Opportunity Youth Academy is a campus in partnership with the Santa Clara County Office of Education (SCCOE) and operates in classrooms within the Washington Community Center in San Jose. 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.

Last updated: 1/31/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	9.0%	13.0%	43.0%	45.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	0.0%	2.0%	30.0%	31.0%	34.0%	36.0%

Note: Percentages are not calculated 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.

Last updated: 1/9/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	194	125	64.4%	12.7%
Male	99	68	68.7%	11.3%
Female	95	57	60.0%	14.3%
Black or African American	54	36	66.7%	8.8%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	108	73	67.6%	15.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	183	122	66.7%	13.0%
English Learners	37	28	75.7%	3.7%
Students with Disabilities	11	8	72.7%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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.

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.

Last updated: 1/9/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	195	124	63.6%	1.9%
Male	100	65	65.0%	3.9%
Female	95	59	62.1%	--
Black or African American	55	35	63.6%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	108	73	67.6%	3.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	184	121	65.8%	2.0%
English Learners	36	30	83.3%	--
Students with Disabilities	11	8	72.7%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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.

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Last updated: 1/9/2017

Career Technical Education Programs (School Year 2015-16)

SIATech's partnerships with Job Corps and WIOA provide remarkable opportunities for integrating content areas with career technical learning. Team work and good communication with CTE instructors provides a setting for a flexible and responsive learning environment that provides the addressing of objective deemed 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 measures 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, such as AutoCAD, a tool to learn and use math skills in classrooms that is also extensively used in constructions trades. Additional software tools, like Microsoft Office and Adobe Macromedia, provide students with skills that are necessary for success in higher education and can be applied in various professional fields. Career training opportunities for students range from culinary arts to telecommunications, business technology to carpentry, and landscaping. SIATech recently received a California Career Pathways Trust grant. The schools' career pathways enable students to focus on coursework that will prepare them for jobs after graduation.

Last updated: 1/24/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1045
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/30/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	67.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

SIATech students range in age from 16-24 and many students are adults. However, SIATech creates several opportunities for parental involvement for parents of students under age 18.

Parents are an important part of SIATech and may serve on the Board of Directors, site-based committees or as volunteers within each school site.

SIATech believes that the work and values of school should be extended into the home. As a result, the school makes various efforts to make parent partners in their children's education. These efforts include:

- Promoting parent responsibilities and involvement;
- Recognizing the importance of the community's historic, ethnic, linguistic, and/or cultural resources in generating interest in family involvement;
- Scheduling programs and activities in a flexible manner to reach a diverse group of families.

SIATech schools reach out to parents through written and telephone correspondence as well as its websites, e-newsletters, and social media.

State Priority: Pupil Engagement

Last updated: 1/6/2017

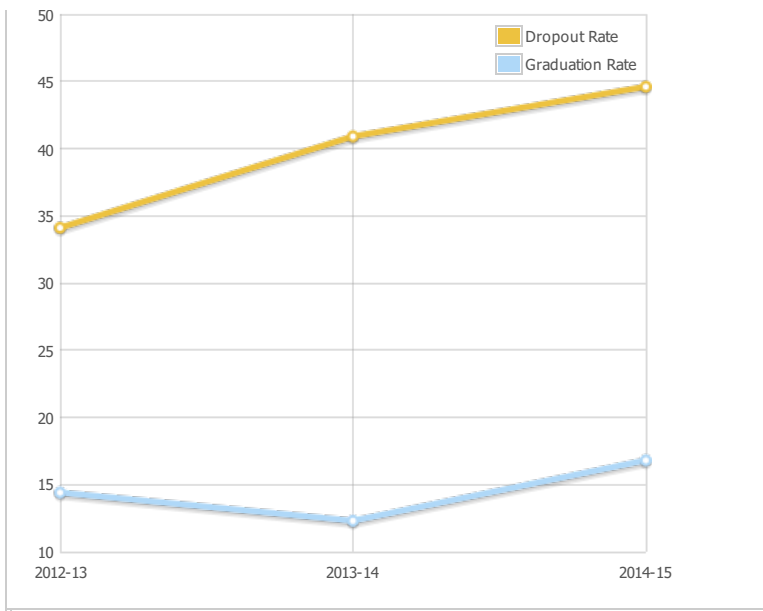
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	34.1%	40.9%	44.6%	9.0%	9.5%	7.9%	11.4%	11.5%	10.7%
Graduation Rate	14.40	12.30	16.80	81.10	82.60	84.80	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/26/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	33	68	85
Black or African American	35	46	77
American Indian or Alaska Native	47	50	75
Asian	38	72	99
Filipino	38	83	97
Hispanic or Latino	31	64	84
Native Hawaiian or Pacific Islander	17	68	85
White	32	84	87
Two or More Races	48	69	91
Socioeconomically Disadvantaged	32	56	77
English Learners	18	28	51
Students with Disabilities	100	80	68
Foster Youth	--	--	--

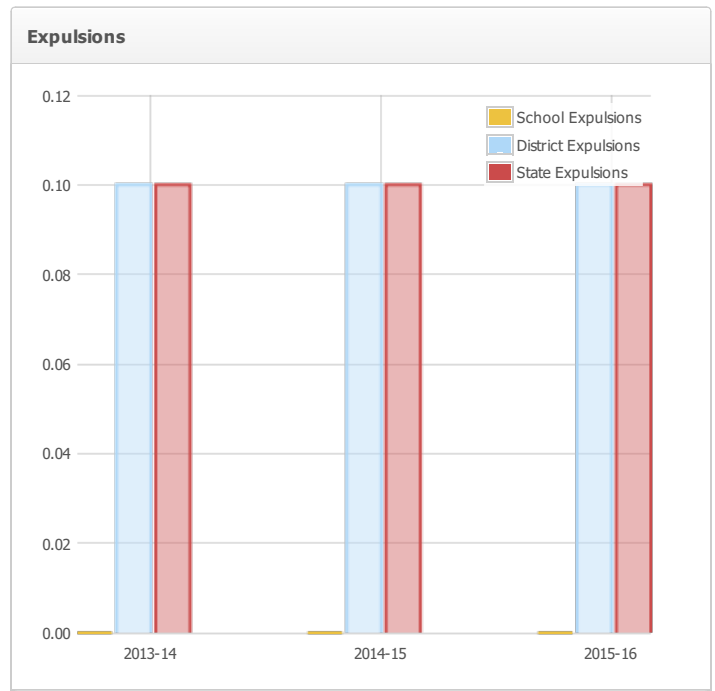
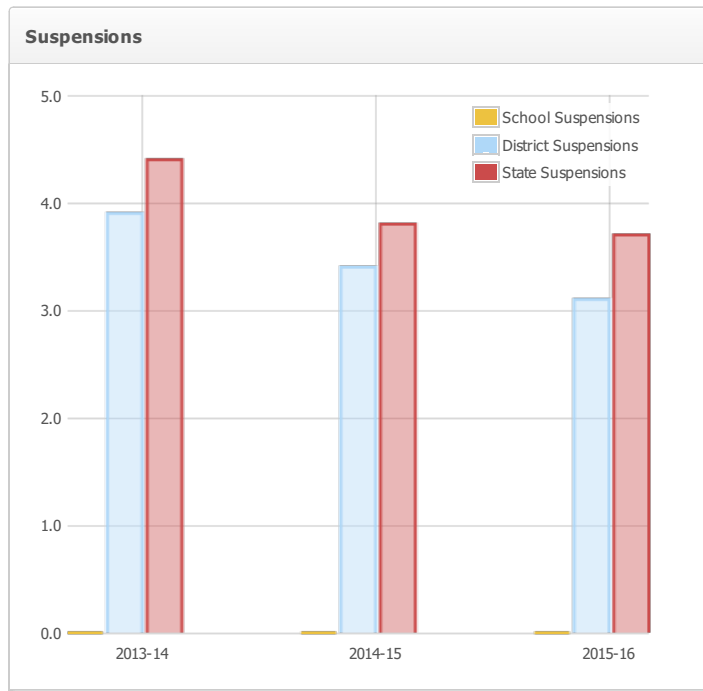
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	3.9	3.4	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 1/26/2017

School Safety Plan (School Year 2016-17)

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.

Last updated: 1/6/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	15
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

Last updated: 1/24/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10.0	29	1	2	13.0	36	9	1	15.0	36	7	9
Mathematics	15.0	12	2	3	9.0	28	1	0	11.0	46	6	4
Science	8.0	18	1	1	10.0	15	0	1	5.5	29	1	0
Social Science	9.0	27	2	0	48.0	38	1	18	9.1	41	4	1

* Number of classes indicates how many classrooms 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.

Last updated: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

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

Last updated: 1/27/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$11046.0	\$1583.0	\$9463.0	\$62124.0
District	N/A	N/A	\$6823.0	\$70690.0
Percent Difference – School Site and District	--	--	38.7%	-12.1%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	-3.3%	-14.3%

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

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

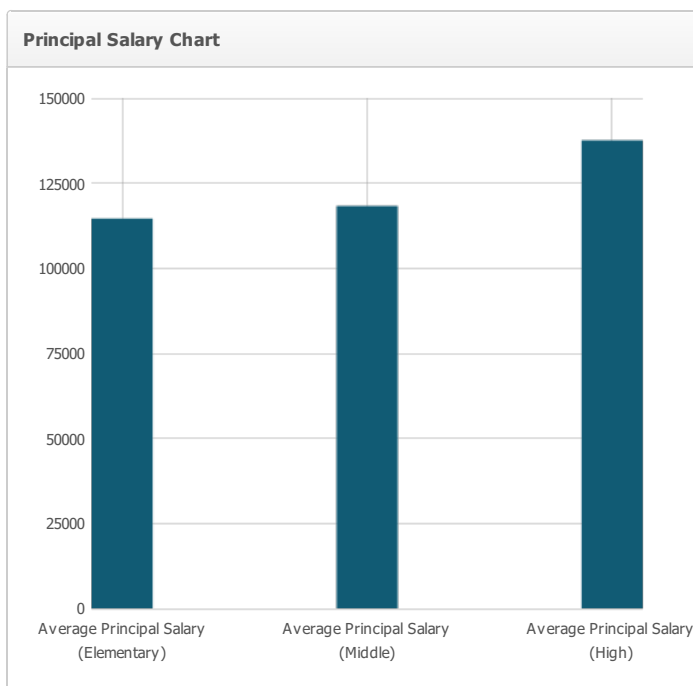
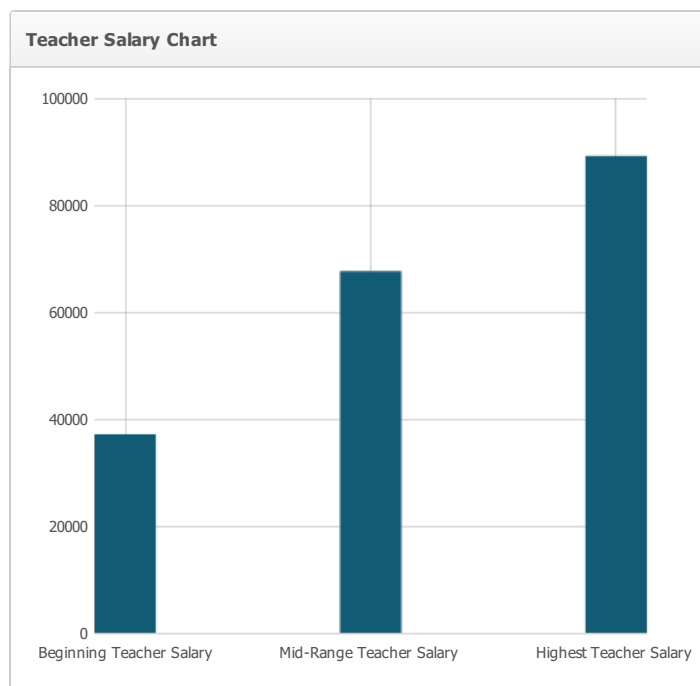
The School for Integrated Academics and Technologies (SIATech) is a public charter high school focused on drop out recovery. Serving 16-24 year old students who often have dropped out of school in the past and have chosen to re-commit to their high school education. SIATech provides premier, accredited drop-out 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.

Last updated: 1/23/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,160	\$45,092
Mid-Range Teacher Salary	\$67,631	\$71,627
Highest Teacher Salary	\$89,184	\$93,288
Average Principal Salary (Elementary)	\$114,597	\$115,631
Average Principal Salary (Middle)	\$118,315	\$120,915
Average Principal Salary (High)	\$137,600	\$132,029
Superintendent Salary	\$242,946	\$249,537
Percent of Budget for Teacher Salaries	37.0%	37.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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



Last updated: 1/23/2017

Professional Development

SIATech's professional development program focuses on:

- Building capacity for systemic improvement of teaching and learning;
- Developing the instructional competencies essential to a standards-based curriculum;
- Creating a shared vision of a collegial learning community;
- Unity building for faculty;
- Methods of teaching and learning in an integrated curriculum;
- Recognizing different learning styles and planning lessons that incorporate them;
- Competencies, standards, and skills in the curriculum; and
- Assessment: How to design and use assessment methods to determine if a skill has been learning, a standard has been met, and/or a competency has been mastered.

SIATech schedules multiple staff workshops, seminars, interest group sessions, and individual sessions as appropriate for the topic, the school, and the faculty, throughout the year. In addition to professional development, staff is provided with in-service trainings which focus on introduction to the rules, procedures, and policies of SIATech as well as applicable district, state, and federal rules and regulations that school site personnel need to be aware of.

Last updated: 1/6/2017