

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Dr. Linda Dawson, Superintendent/CEO

Principal, SIATech

About Our School

Contact

2611 Temple Heights Dr., Ste. A
Oceanside, CA
92056-3582

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[View Larger Map](#)

About This School

Contact Information - Most Recent Year

School	
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

District	
District Name	Vista Unified
Phone Number	(760) 726-2170
Web Site	www.vistausd.org
Superintendent First Name	Devin
Superintendent Last Name	Vodicka
E-mail Address	devinvodicka@vistausd.org

Last updated: 1/30/2015

School Description and Mission Statement (Most Recent Year)

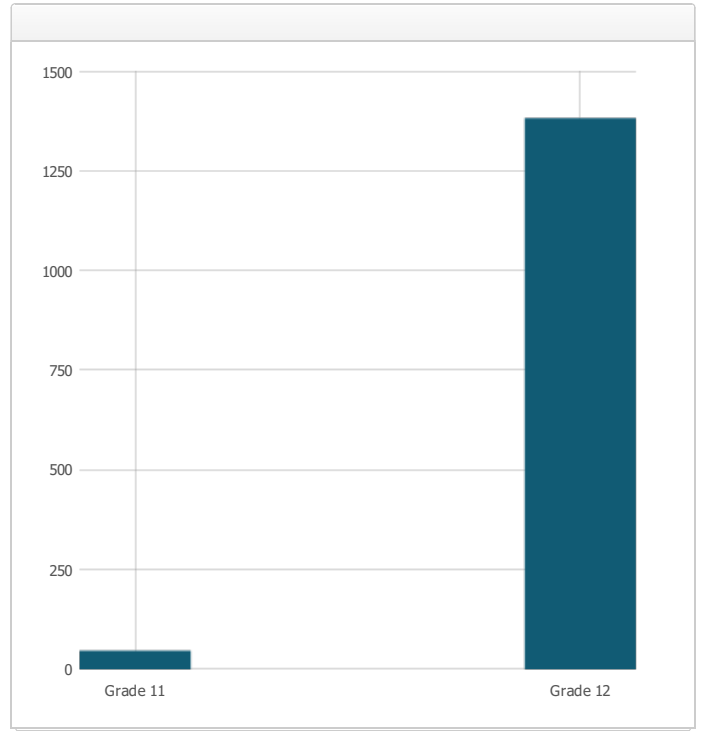
The School for Integrated Academics and Technologies (SIATech) is a network of charter high school campuses in California focused on helping students get back in school and back on-track to graduation. The mission of SIATech is to provide a premier high school dropout recovery program engaging students 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 Investment Act locations. In 2013-2014, SIATech school sites were in the following areas: El Centro, Indio, Inland Empire, Long Beach, Los Angeles, Moreno Valley, Perris, Sacramento, San Diego, San Francisco, and San Jose.

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.

Last updated: 1/28/2015

Student Enrollment by Grade Level (School Year 2013-14)

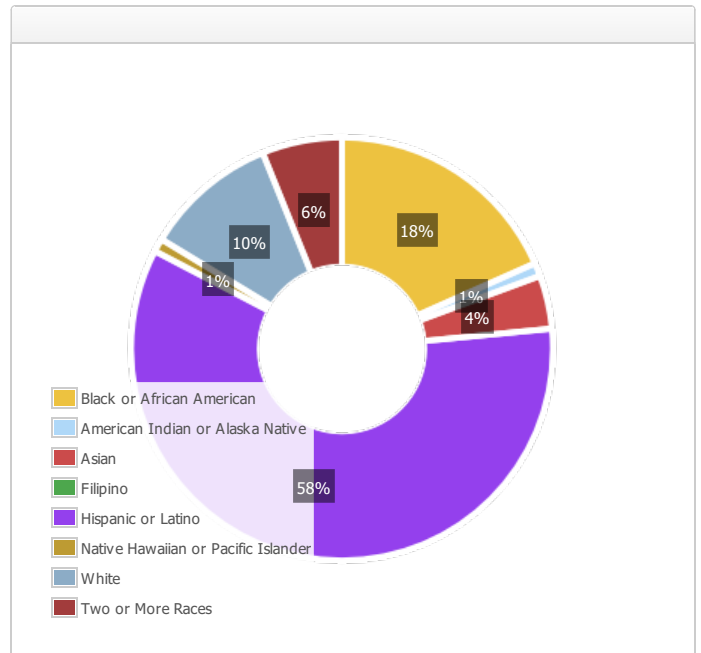
Grade Level	Number of Students
Grade 11	47
Grade 12	1382
Total Enrollment	1429



Last updated: 1/28/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	18.2
American Indian or Alaska Native	1.3
Asian	4.3
Filipino	0.2
Hispanic or Latino	58.4
Native Hawaiian or Pacific Islander	1.0
White	10.0
Two or More Races	6.0
Socioeconomically Disadvantaged	99.9
English Learners	13.1
Students with Disabilities	5.6



Last updated: 1/20/2015

A. Conditions of Learning

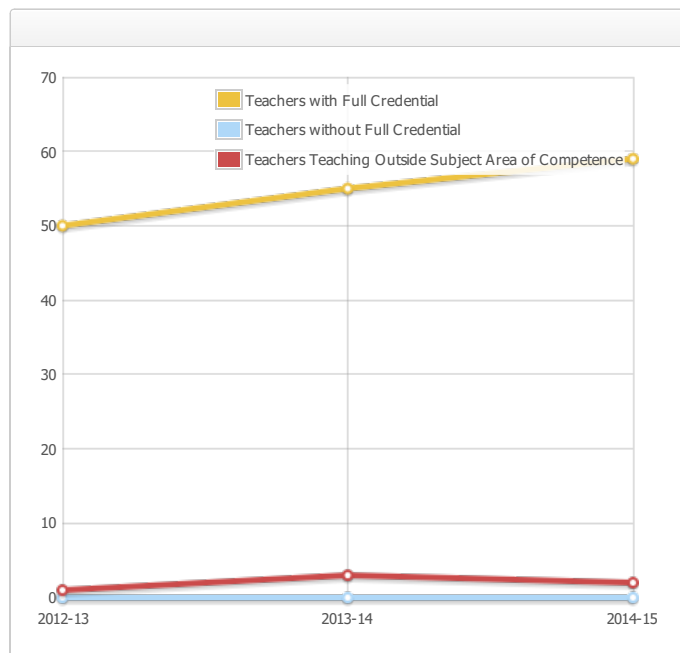
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

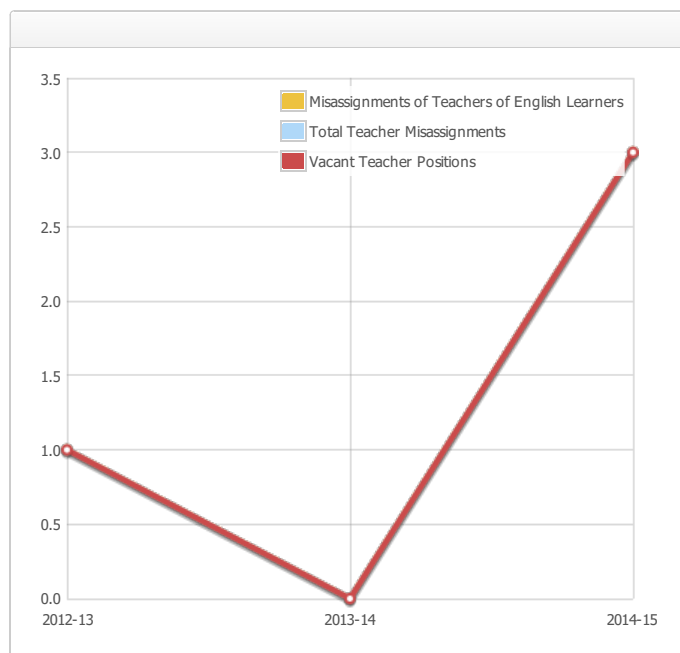
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	50	55	59	1070
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	3	2	



Last updated: 1/30/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	1	0	3
Total Teacher Misassignments*	1	0	3
Vacant Teacher Positions	1	0	3



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: 1/30/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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
All Schools in District	98	2
High-Poverty Schools in District	98	2
Low-Poverty Schools in District	92	8

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: 1/30/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

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 the ANGEL learning management system SIATech students are able to access the curriculum 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 Laboratory Equipment (grades 9-12)	LEA does not adopt one specific textbook.	Yes	0.0

Last updated: 1/30/2015

School Facility Conditions and Planned Improvements - Most Recent Year

SIATech facilities and classrooms are located within the seven Job Corps Centers throughout California. The centers are each maintained by the contracting center operator. An additional independent study site in El Centro is near the El Centro One Stop which provides students an opportunity to qualify for the WIA program and obtain their services while attending high school at SIATech. 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: 1/30/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	5%	11%	5%	55%	58%	55%	54%	56%	55%
Mathematics	N/A	N/A	N/A	51%	52%	48%	49%	50%	50%
History-Social Science	6%	6%	8%	48%	48%	45%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/30/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	B	B	B
Similar Schools	B	B	B

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/30/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-10	-11	47
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/30/2015

Career Technical Education Programs (School Year 2013-14)

SIATech's partnership with Job Corps provides 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.

Last updated: 1/30/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	1429
Percent of pupils completing a CTE program and earning a high school diploma	33.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/30/2015

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2012-13 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 Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

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: 1/30/2015

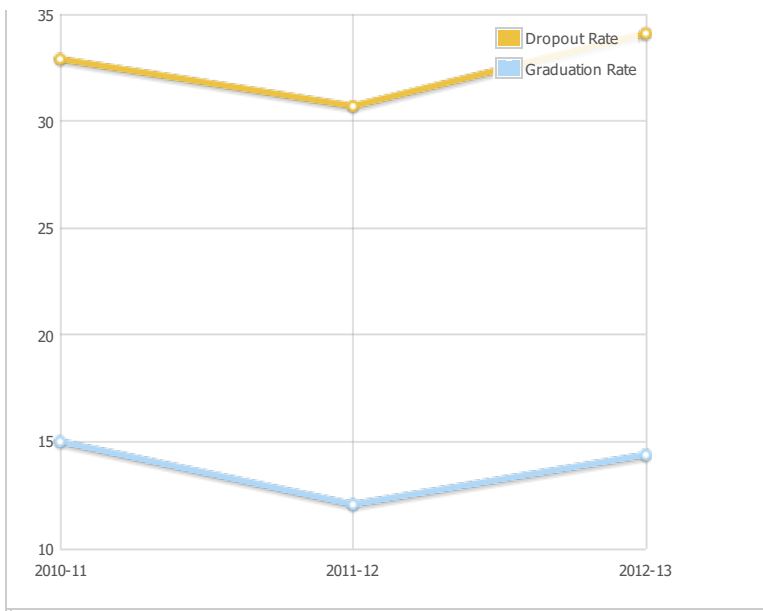
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	32.9	30.7	34.1	11.2	9.9	9.0	14.7	13.1	11.4
Graduation Rate	15.01	12.07	14.39	80.88	83.22	81.12	77.14	78.87	80.44

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



Last updated: 1/30/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	27	56	84
Black or African American	25	36	75
American Indian or Alaska Native	25	30	77
Asian	26	57	92
Filipino	25	72	92
Hispanic or Latino	28	52	80
Native Hawaiian or Pacific Islander	22	58	84
White	33	78	90
Two or More Races	21	33	89
Socioeconomically Disadvantaged	26	44	82
English Learners	22	33	53
Students with Disabilities	58	64	60

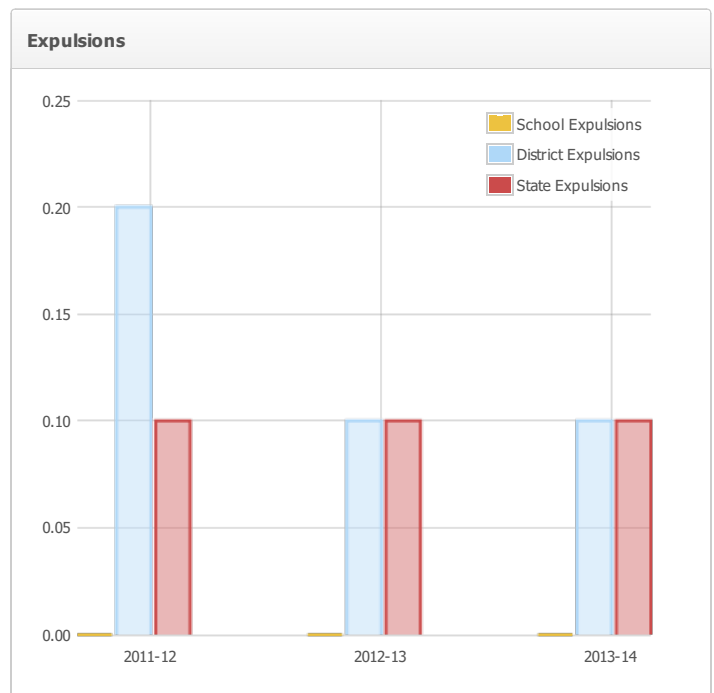
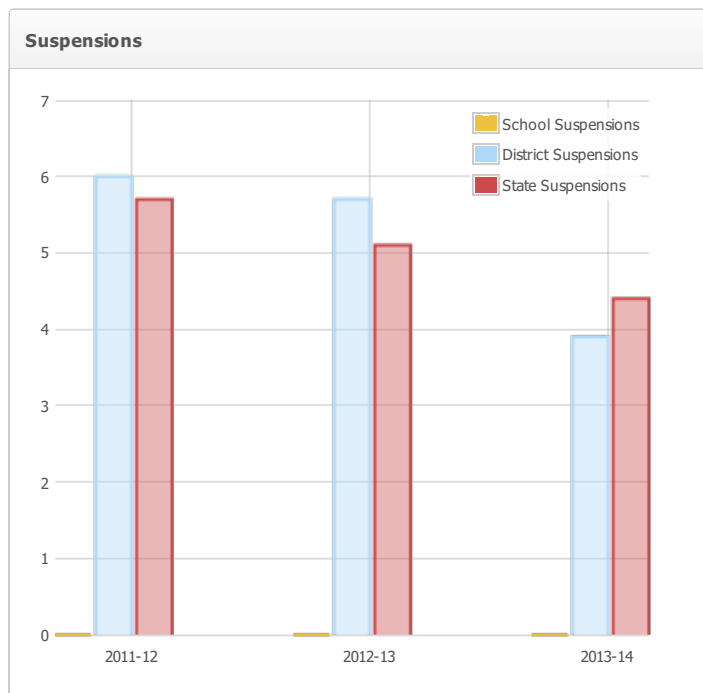
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	6.00	5.70	3.90	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.20	0.10	0.10	0.10	0.10	0.10



Last updated: 1/30/2015

School Safety Plan - Most Recent Year

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: 1/30/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	N/A
Met Participation Rate - English-Language Arts	Yes	
Met Participation Rate - Mathematics	Yes	
Met Percent Proficient - English-Language Arts	No	
Met Percent Proficient - Mathematics	No	
Met Graduation Rate	Yes	

Last updated: 1/30/2015

Federal Intervention Program (School Year 2014-15)

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	83.3%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/30/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	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	20.0	7	0	0	25.0	24	8	11	10.0	29	1	2
Mathematics	20.0	7	0	0	29.0	15	6	9	15.0	12	2	3
Science	15.0	7	0	0	27.0	6	6	4	8.0	18	1	1
Social Science	15.0	7	0	0	33.0	8	10	6	9.0	27	2	

* 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: 1/30/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	7.0	N/A
Other		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: 1/30/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,878	\$1,144	\$8,734	\$62,608
District	N/A	N/A	\$5,213	\$65,157
Percent Difference – School Site and District	N/A	N/A	40.00%	4.00%
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	46.00%	11.00%

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

Last updated: 1/30/2015

Types of Services Funded (Fiscal Year 2013-14)

Materials and professional development for:

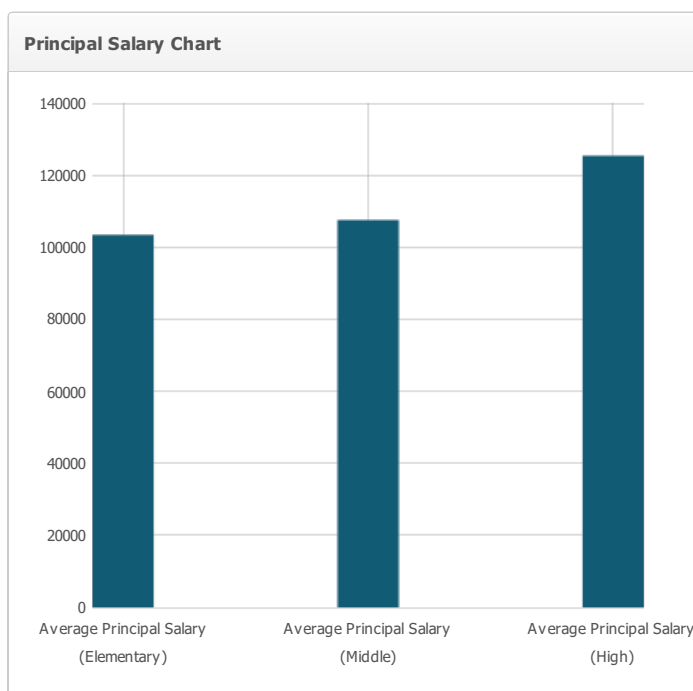
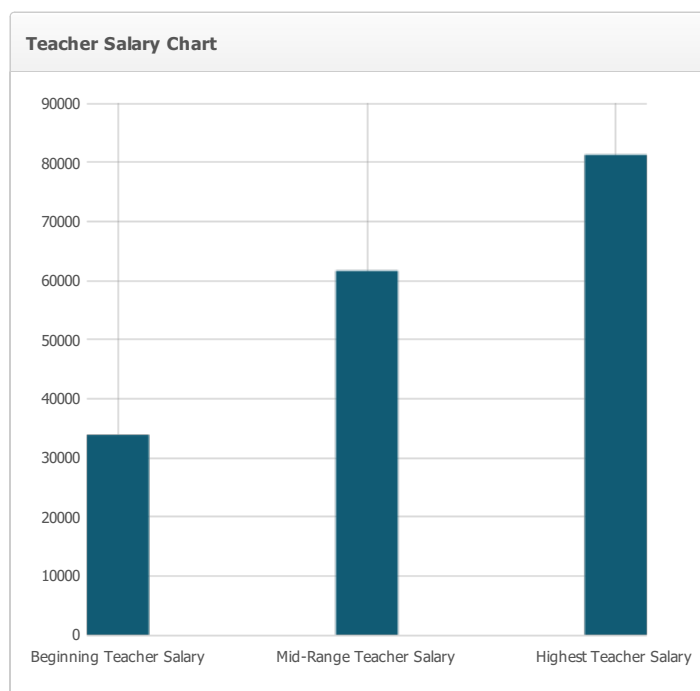
- Common core state standards implementation
- Helpline online tutoring
- Online instruction and development

Last updated: 1/30/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,859	\$41,761
Mid-Range Teacher Salary	\$61,623	\$66,895
Highest Teacher Salary	\$81,262	\$86,565
Average Principal Salary (Elementary)	\$103,397	\$108,011
Average Principal Salary (Middle)	\$107,534	\$113,058
Average Principal Salary (High)	\$125,382	\$123,217
Superintendent Salary	\$229,000	\$227,183
Percent of Budget for Teacher Salaries	38.0%	38.0%
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: 1/30/2015

Professional Development – Most Recent Three Years

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: 1/30/2015