School Description

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, San Jose, and South Bay (Chula Vista).

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 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 the SARC
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, 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 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.

2018-19 Student Enrollment by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10</td>
<td>177</td>
</tr>
<tr>
<td>Grade 11</td>
<td>485</td>
</tr>
<tr>
<td>Grade 12</td>
<td>475</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>1,137</td>
</tr>
</tbody>
</table>

2018-19 Student Enrollment by Group

<table>
<thead>
<tr>
<th>Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>14.1</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.9</td>
</tr>
<tr>
<td>Asian</td>
<td>1.5</td>
</tr>
<tr>
<td>Filipino</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>68.4</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.4</td>
</tr>
<tr>
<td>White</td>
<td>6.6</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>7.1</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>93.1</td>
</tr>
<tr>
<td>English Learners</td>
<td>24.1</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>8.3</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>1.1</td>
</tr>
<tr>
<td>Homeless</td>
<td>1.4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Teacher Credentials for SIATech</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Full Credential</td>
<td>48</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teaching Outside Subject Area of Competence</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Credentials for SIATech Charter</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Full Credential</td>
<td>♦</td>
<td>♦</td>
<td>♦</td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>♦</td>
<td>♦</td>
<td>♦</td>
</tr>
<tr>
<td>Teaching Outside Subject Area of Competence</td>
<td>♦</td>
<td>♦</td>
<td>♦</td>
</tr>
</tbody>
</table>

Teacher Misassignments and Vacant Teacher Positions at SIATech

<table>
<thead>
<tr>
<th>Indicator</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of English Learners</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

*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.
Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)
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 Schoology learning management system and teacher materials, 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

Textbooks and Instructional Materials
Year and month in which data were collected:

<table>
<thead>
<tr>
<th>Core Curriculum Area</th>
<th>Textbooks and Instructional Materials/Year of Adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

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

School Facility Conditions and Planned Improvements (Most Recent Year)
SIATech facilities and classrooms are located within six of the Job Corps Centers 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: March 2017

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Repair Status</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gas Leaks, Mechanical/HVAC, Sewer</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Interior:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior Surfaces</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Cleanliness:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Cleanliness, Pest/ Vermin Infestation</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Electrical:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Restrooms/Fountains:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restrooms, Sinks/ Fountains</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Safety:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire Safety, Hazardous Materials</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Structural:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structural Damage, Roofs</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>External:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playground/School Grounds, Windows/ Doors/Gates/Fences</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Overall Rating</td>
<td>Good</td>
<td></td>
</tr>
</tbody>
</table>
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. 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); 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 ELA and Mathematics for All Students**

**Grades Three through Eight and Grade Eleven**

**Percentage of Students Meeting or Exceeding the State Standard**

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 17-18</th>
<th>School 18-19</th>
<th>District 17-18</th>
<th>District 18-19</th>
<th>State 17-18</th>
<th>State 18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>20</td>
<td>19</td>
<td>49</td>
<td>49</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Math</td>
<td>2</td>
<td>0</td>
<td>33</td>
<td>36</td>
<td>38</td>
<td>39</td>
</tr>
</tbody>
</table>

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.

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

**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

**2018-19 Percent of Students Meeting Fitness Standards**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>4 of 6</th>
<th>5 of 6</th>
<th>6 of 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: 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.
<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>720</td>
<td>326</td>
<td>45.28</td>
<td>18.77</td>
</tr>
<tr>
<td>Male</td>
<td>408</td>
<td>181</td>
<td>44.36</td>
<td>17.78</td>
</tr>
<tr>
<td>Female</td>
<td>312</td>
<td>145</td>
<td>46.47</td>
<td>20.00</td>
</tr>
<tr>
<td>Black or African American</td>
<td>105</td>
<td>40</td>
<td>38.10</td>
<td>15.38</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>471</td>
<td>224</td>
<td>47.56</td>
<td>19.64</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>57</td>
<td>24</td>
<td>42.11</td>
<td>20.83</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>37</td>
<td>20</td>
<td>54.05</td>
<td>15.00</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>695</td>
<td>315</td>
<td>45.32</td>
<td>17.83</td>
</tr>
<tr>
<td>English Learners</td>
<td>212</td>
<td>98</td>
<td>46.23</td>
<td>7.14</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>71</td>
<td>35</td>
<td>49.30</td>
<td>17.14</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>14</td>
<td>7</td>
<td>50.00</td>
<td>14.29</td>
</tr>
<tr>
<td>Homeless</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

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

Note: 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.
School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>721</td>
<td>278</td>
<td>38.56</td>
<td>0.00</td>
</tr>
<tr>
<td>Male</td>
<td>409</td>
<td>153</td>
<td>37.41</td>
<td>0.00</td>
</tr>
<tr>
<td>Female</td>
<td>312</td>
<td>125</td>
<td>40.06</td>
<td>0.00</td>
</tr>
<tr>
<td>Black or African American</td>
<td>106</td>
<td>28</td>
<td>26.42</td>
<td>0.00</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>471</td>
<td>198</td>
<td>42.04</td>
<td>0.00</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>57</td>
<td>18</td>
<td>31.58</td>
<td>0.00</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>37</td>
<td>20</td>
<td>54.05</td>
<td>0.00</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>696</td>
<td>267</td>
<td>38.36</td>
<td>0.00</td>
</tr>
<tr>
<td>English Learners</td>
<td>211</td>
<td>86</td>
<td>40.76</td>
<td>0.00</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>72</td>
<td>33</td>
<td>45.83</td>
<td>0.00</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>13</td>
<td>7</td>
<td>53.85</td>
<td>0.00</td>
</tr>
<tr>
<td>Homeless</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

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

Note: 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.

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 school site

Opportunities for Parental Involvement (School Year 2019-20)
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: 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.
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.

<table>
<thead>
<tr>
<th>Suspensions and Expulsions for the School</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions Rate</td>
<td>0.0</td>
<td>0.0</td>
<td>0.2</td>
</tr>
<tr>
<td>Expulsions Rate</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suspensions and Expulsions for the District</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions Rate</td>
<td>3.1</td>
<td>3.7</td>
<td>4.0</td>
</tr>
<tr>
<td>Expulsions Rate</td>
<td>0.0</td>
<td>0.1</td>
<td>0.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suspensions and Expulsions for the State</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions Rate</td>
<td>3.6</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Expulsions Rate</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
</tbody>
</table>

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

<table>
<thead>
<tr>
<th>Title</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor*</td>
<td>.0</td>
</tr>
</tbody>
</table>

* 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.

Student Support Services Staff (School Year 2018-19)

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of Full-Time Equivalent (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor (Social/Behavioral or Career Development)</td>
<td></td>
</tr>
<tr>
<td>Library Media Teacher (Librarian)</td>
<td></td>
</tr>
<tr>
<td>Library Media Services Staff (Paraprofessional)</td>
<td></td>
</tr>
<tr>
<td>Psychologist</td>
<td></td>
</tr>
<tr>
<td>Social Worker</td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td></td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>3.0</td>
</tr>
</tbody>
</table>

* 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.

Average Class Size and Class Size Distribution (Secondary)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>13</td>
<td>54</td>
<td>4</td>
<td>6</td>
<td>11</td>
<td>83</td>
<td>4</td>
<td>9</td>
<td>7</td>
<td>110</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>11</td>
<td>26</td>
<td>3</td>
<td></td>
<td>10</td>
<td>53</td>
<td>3</td>
<td>4</td>
<td>10</td>
<td>55</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>12</td>
<td>22</td>
<td>1</td>
<td>2</td>
<td>16</td>
<td>18</td>
<td>4</td>
<td>11</td>
<td>30</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>13</td>
<td>46</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td>79</td>
<td>3</td>
<td>5</td>
<td>12</td>
<td>71</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

* 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.
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 learned, 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.

### FY 2017-18 Teacher and Administrative Salaries

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average for Districts in Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td>$42,211</td>
<td>$48,612</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td>$76,825</td>
<td>$74,676</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td>$101,308</td>
<td>$99,791</td>
</tr>
<tr>
<td>Average Principal Salary (ES)</td>
<td>$128,442</td>
<td>$125,830</td>
</tr>
<tr>
<td>Average Principal Salary (MS)</td>
<td>$126,582</td>
<td>$131,167</td>
</tr>
<tr>
<td>Average Principal Salary (HS)</td>
<td>$157,035</td>
<td>$144,822</td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td>$281,000</td>
<td>$275,796</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of District Budget</th>
<th>District Amount</th>
<th>State Average for Districts in Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Salaries</td>
<td>35%</td>
<td>34%</td>
</tr>
<tr>
<td>Administrative Salaries</td>
<td>4%</td>
<td>5%</td>
</tr>
</tbody>
</table>

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](https://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

<table>
<thead>
<tr>
<th>Level</th>
<th>Total</th>
<th>Restricted</th>
<th>Unrestricted</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>16891.06</td>
<td>3629.56</td>
<td>$13261.50</td>
<td>70325.35</td>
</tr>
<tr>
<td>District</td>
<td>N/A</td>
<td>N/A</td>
<td>$8,198</td>
<td>$79,086.00</td>
</tr>
<tr>
<td>State</td>
<td>N/A</td>
<td>N/A</td>
<td>$7,506.64</td>
<td>$82,403.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent Differences</th>
<th>Unrestricted</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site/District</td>
<td>47.2</td>
<td>-11.7</td>
</tr>
<tr>
<td>School Site/State</td>
<td>55.4</td>
<td>-15.8</td>
</tr>
</tbody>
</table>

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### 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.

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

#### Rate for SIATech

<table>
<thead>
<tr>
<th>Rate for SIATech Charter</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>43.1</td>
<td>37.1</td>
<td>69.9</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>11.2</td>
<td>16.2</td>
<td>14.8</td>
</tr>
</tbody>
</table>

#### Rate for SIATech Charter

<table>
<thead>
<tr>
<th>Rate for SIATech Charter</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>7.9</td>
<td>14.6</td>
<td>20</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>84.8</td>
<td>69.5</td>
<td>72.2</td>
</tr>
</tbody>
</table>

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at [https://www.cde.ca.gov/ta/ac/sa/](https://www.cde.ca.gov/ta/ac/sa/).
Career Technical Education Participation

<table>
<thead>
<tr>
<th>Measure</th>
<th>CTE Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils participating in CTE</td>
<td>316</td>
</tr>
<tr>
<td>% of pupils completing a CTE program and earning a high school diploma</td>
<td>100%</td>
</tr>
<tr>
<td>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>UC/CSU Course Measure</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission</td>
<td>77.69</td>
</tr>
<tr>
<td>2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission</td>
<td>0</td>
</tr>
</tbody>
</table>

2018-19 Advanced Placement Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of AP Courses Offered*</th>
<th>Percent of Students In AP Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>All courses</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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 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 has developed pathways in Healthcare, Information technology, Advanced Manufacturing, Advanced Transportation and Agriculture. These pathways were developed with funds from a California Career Pathways Trust grant and Career Technical Innovations grant. The schools’ career pathways enable students to focus on coursework that will prepare them for jobs after graduation.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at [https://dq.cde.ca.gov/dataquest/](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).

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.