SIATech Academy South

2140 West Olympic Blvd., #327 • Los Angeles, CA 90006 • 213-739-6971 • Grades 10-12
, Principal
info@siatech.org
www.siatechschools.org

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Acton-Agua Dulce Unified
32248 Crown Valley Road
Acton, CA 93510
661-269-0750
https://www.aadusd.k12.ca.us/

District Governing Board

Michael Fox

Kelly Jensen

Ken Pfalzgraf

Ed Porter

Tim Jorgensen

District Administration

Lawrence M. King (Larry King)
Superintendent

School Description

The School for Integrated Academics and Technologies (SIATech) Academy South 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 Academy South 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 the Workforce Innovation and Opportunity Act (WIOA) locations. SIATech Academy South school sites are located in the Boyle Heights / East Los Angeles and Pico-Union neighborhoods of central Los Angeles, as well as Culver City.

Students at SIATech Academy South 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 Academy South 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 Academy South 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 Academy South 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

Grade Level	Number of Students
Grade 10	83
Grade 11	75
Grade 12	90
Total Enrollment	248

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	18.5
Asian	2
Hispanic or Latino	72.2
White	2.8
Two or More Races	1.6
Socioeconomically Disadvantaged	85.1
English Learners	10.5
Students with Disabilities	2
Foster Youth	2
Homeless	0.4

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 for SIATech Academy	17-18	18-19	19-20
With Full Credential	6	5	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Acton-Agua Dulce	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at SIATech Academy South

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	2

* 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 Academy South 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 Academy South 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 Academy South 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:

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Percent of students lacking their own assigned textbook: 0
Mathematics	Percent of students lacking their own assigned textbook: 0
Science	Percent of students lacking their own assigned textbook: 0
History-Social Science	Percent of students lacking their own assigned textbook: 0
Foreign Language	Percent of students lacking their own assigned textbook: 0
Health	Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)
SIATech Academy South classrooms are located adjacent or within WIOA career centers. The facilities are kept in good or better condition. SIATech Academy South 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

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

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	17	34	42	41	50	50
Math	0	4	25	20	38	39

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

Grade Level	4 of 6	5 of 6	6 of 6
5			

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	128	56	43.75	33.93
Male	54	24	44.44	37.50
Female	74	32	43.24	31.25
Black or African American	26	7	26.92	28.57
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	86	42	48.84	35.71
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	117	52	44.44	32.69
English Learners	27	10	37.04	10.00
Students with Disabilities	--	--	--	--
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 (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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	128	53	41.41	3.77
Male	54	23	42.59	4.35
Female	74	30	40.54	3.33
Black or African American	26	6	23.08	0.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	86	42	48.84	4.76
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	117	49	41.88	4.08
English Learners	27	9	33.33	0.00
Students with Disabilities	--	--	--	--
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 (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 Academy South 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 Academy South and may serve on the Board of Directors, site-based committees or as volunteers within each school site.

SIATech Academy South 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 Academy South 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 Academy South'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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.3	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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)

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	3	14			4	23			6	22	1	
Mathematics	3	6			3	12			3	15		
Science	4	3			9	4			7	8		
Social Science	13	7	1		10	15	1	1	13	15	2	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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2.5	2.5	2.5

SIATech Academy South'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 Academy South 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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$	$43,574
Mid-Range Teacher Salary	$	$63,243
Highest Teacher Salary	$	$86,896
Average Principal Salary (ES)	$	$103,506
Average Principal Salary (MS)	$	$108,961
Average Principal Salary (HS)	$	$108,954
Superintendent Salary	$	$136,125

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	30%
Administrative Salaries	7%	6%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10498.67	310.36	10188.31	60306.06
District	N/A	N/A	$11,031	
State	N/A	N/A	$7,506.64	$64,732.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.9	
School Site/ State	30.3	-7.1

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

SIATech Academy South is an independent study 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 Academy South provides premier, accredited dropout recovery program engaging students through relationship focused, high-tech, and rigorous learning experiences. Online tutoring and instruction is available, along with the development of career pathways to assist students so that they will graduate college and career ready.

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

Rate for SIATech Academy South	2015-16	2016-17	2017-18
Dropout Rate	69.4	55.2	87.7
Graduation Rate	4.1	10.4	9.9

Rate for Acton-Agua Dulce Unified	2015-16	2016-17	2017-18
Dropout Rate	9	34.8	27.2
Graduation Rate	91	32.3	26.4

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

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/.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	84.03
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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 Academy South's partnerships with WIOA Agencies provide remarkable opportunities for integrating content areas with career technical learning. Teamwork 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.

SIATech Academy South has developed pathways in Healthcare, Information technology, Advanced Manufacturing, Advanced Transportation and Agriculture. 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/ 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.