

SIATech

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School Contact Information

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

2021-22 District Contact Information

District Name	Vista Unified School District
Phone Number	760.726.2170
Superintendent	Dr. Matt Doyle
Email Address	superintendentsoffice@vistausd.org
District Website Address	https://www.vistausd.org/

2021-22 School Overview

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

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

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	260
Grade 11	348
Grade 12	443
Total Enrollment	1,051

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.6
Male	56.4
American Indian or Alaska Native	0.5
Asian	1
Black or African American	13.7
Filipino	0.6
Hispanic or Latino	68.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	6.8
White	8.4
English Learners	17.3
Foster Youth	1.3
Homeless	3.2
Socioeconomically Disadvantaged	94.5
Students with Disabilities	13.6

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

SIATech provides a customized curriculum. It is adapted by each instructor to meet the needs of each individual student. Through 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.

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	LEA does not adopt one specific textbook; custom instructional materials in Schoology		0
Mathematics	LEA does not adopt one specific textbook; custom instructional materials in Schoology		0
Science	LEA does not adopt one specific textbook; custom instructional materials in Schoology		0
History-Social Science	LEA does not adopt one specific textbook; custom instructional materials in Schoology		0
Foreign Language	LEA does not adopt one specific textbook; custom instructional materials in Schoology		0
Health	LEA does not adopt one specific textbook; custom instructional materials in Schoology		0
Visual and Performing Arts	LEA does not adopt one specific textbook; custom instructional materials in Schoology		0
Science Laboratory Equipment (grades 9-12)	LEA does not adopt one specific textbook; custom instructional materials in Schoology		0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

March 2017

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements				
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	366	NT	NT	NT	NT
Female	172	NT	NT	NT	NT
Male	194	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	53	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	253	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	18	NT	NT	NT	NT
White	34	NT	NT	NT	NT
English Learners	57	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	307	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	366	NT	NT	NT	NT
Female	172	NT	NT	NT	NT
Male	194	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	53	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	253	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	18	NT	NT	NT	NT
White	34	NT	NT	NT	NT
English Learners	57	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	307	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	181	NT	NT	NT	NT
Female	87	NT	NT		
Male	94	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	21	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	118	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	16	NT	NT	NT	NT
White	18	NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	160	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	NT	NT	NT	NT

2020-21 Career Technical Education Programs

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

Elements of the curriculum are immersed in industry-standard technology, such as AutoCAD, a tool to learn and use math skills in classrooms that is also extensively used in construction trades. Additional software tools, like Microsoft Office and Adobe Creative Suite, 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 career pathways in Health Science and Medical Technology, Information and Communication Technologies, Manufacturing and Product Development, and Transportation. These pathways were developed with funds from a California Career Pathways Trust grant and are supported with continuing Career Technical Incentive and K12SWP grants. The schools' career pathways enable students to focus on coursework that will prepare them for jobs after graduation.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	57
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	87.07
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.8

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 and families 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.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	81.4	82.6	82.4	23.9	29.5	22.3	9.0	8.9	9.4
Graduation Rate	14.3	12.3	10.6	70.3	67.6	69.9	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	404	43	10.6
Female	172	23	13.4
Male	232	20	8.6
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	55	11	20.0
Filipino	--	--	--
Hispanic or Latino	272	21	7.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	21	4	19.0
White	44	6	13.6
English Learners	118	4	3.4
Foster Youth	--	--	--
Homeless	58	6	10.3
Socioeconomically Disadvantaged	393	42	10.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	68	5	7.4

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1453	1242	759	61.1
Female	651	560	355	63.4
Male	802	682	404	59.2
American Indian or Alaska Native	5	5	2	40.0
Asian	16	12	9	75.0
Black or African American	199	170	78	45.9
Filipino	8	6	3	50.0
Hispanic or Latino	994	856	572	66.8
Native Hawaiian or Pacific Islander	6	5	2	40.0
Two or More Races	95	79	39	49.4
White	129	108	54	50.0
English Learners	270	229	164	71.6
Foster Youth	24	20	15	75.0
Homeless	14	11	10	90.9
Socioeconomically Disadvantaged	1328	1152	697	60.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	184	163	91	55.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.15	0.00	3.96	1.26	3.47	0.20
Expulsions	0.00	0.00	0.10	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.04	3.50	2.45
Expulsions	0.00	0.10	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	110	8	1
Mathematics	10	55	3	4
Science	11	30	2	2
Social Science	12	71	5	7

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	44	7	16
Mathematics	13	42	3	3
Science	18	21	4	3
Social Science	22	36	8	8

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	58	4	5
Mathematics	9	46		2
Science	15	23	3	3
Social Science	14	59	8	9

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	420.4

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,488.42	\$2,069.47	\$12,418.95	\$70,912.31
District	N/A	N/A	\$8,198	\$83,222
Percent Difference - School Site and District	N/A	N/A	40.9	-16.0
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	38.1	-19.7

2020-21 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,905	\$52,562
Mid-Range Teacher Salary	\$79,321	\$83,575
Highest Teacher Salary	\$104,599	\$104,166
Average Principal Salary (Elementary)	\$130,744	\$131,875
Average Principal Salary (Middle)	\$106,341	\$137,852
Average Principal Salary (High)	\$144,704	\$150,626
Superintendent Salary	\$260,000	\$260,243
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	4%	5%

2020-21 Advanced Placement (AP) Courses

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

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

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

SIATech's professional development program focuses on: (1) Distance Learning. This includes technology training: Schoology, Google Meet, Adobe Connect; SEL overview and integration; motivating and engaging students; instructional strategies; sharing site best practices like FlipGrid (Perris), Student Engagement (South Bay), Civic Engagement (San Jose), and science lab kits (virtual teachers). (2) Trauma-Informed Practices of Self-care, "Fostering Resilience" book club, ASCD Symposium, MovementBE, and Revision of American Government with consultant. (3) Principal Leadership (PLCs) including Scott Seaman and School Leader Paradigm as well as Weekly Resumption meetings. (4) Instructional Framework: creating a systemic framework to implement to build capacity for system improvement of teaching and learning. (5) Diversity, Equity, and Inclusion including Committee work, all-staff meetings with consultant, and Black history month by staff. (6) Teacher Evaluation including new evaluation process with SDCOE and PowerSchool Perform and Professional Learning purchase & adoption. (7) New Staff Orientation/New Staff Academy. (8) Competencies, standards, and skills in the curriculum.

SIATech schedules a variety of staff workshops and meetings based on current needs at multiple levels: organization-wide, site, leadership, teachers/ITAs, independent study, Job Corps, and individual. Monthly all-staff meetings address topics such as diversity, equity, and inclusion; CTE updates; reopening updates; Mission, Vision, and Values planning; and time for PLCs. Annual content meetings focus on best practices, curriculum revisions, and college and career readiness. In-service training is also provided for such topics as benefits, district/state/federal rules and regulations, and re-opening plans.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2.5	2.5	2.5