SIATech
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the 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.
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).
California School Dashboard	The California School Dashboard (Dashboard) https://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.

2022-23 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

2022-23 District Contact Information

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

2022-23 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-promise 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	139
Grade 11	196
Grade 12	202
Total Enrollment	537

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9
Male	53.1
American Indian or Alaska Native	0.2
Asian	0.6
Black or African American	9.3
Filipino	0.9
Hispanic or Latino	75.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.5
White	9.7
English Learners	19.2
Foster Youth	0.9
Homeless	1.1
Migrant	0.0
Socioeconomically Disadvantaged	89.9
Students with Disabilities	11.0

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.30	46.79	920.80	87.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	1.57	16.40	1.56	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	21.20	39.29	44.80	4.24	12115.80	4.41
Unknown	6.60	12.33	72.90	6.90	18854.30	6.86
Total Teaching Positions	54.00	100.00	1057.00	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	21.20	
Total Out-of-Field Teachers	21.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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).
4. **College and Career Ready**
   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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	27	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	3	N/A	28	N/A	33

2021-22 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	314	195	62.10	37.90	27.69
Female	146	92	63.01	36.99	29.35
Male	168	103	61.31	38.69	26.21
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	29	20	68.97	31.03	10.00
Filipino	--	--	--	--	--
Hispanic or Latino	229	144	62.88	37.12	27.08
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	22	11	50.00	50.00	9.09
White	25	13	52.00	48.00	69.23
English Learners	63	41	65.08	34.92	9.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	240	156	65.00	35.00	25.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	28	19	67.86	32.14	0.00

2021-22 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	313	194	61.98	38.02	3.16
Female	145	92	63.45	36.55	2.17
Male	168	102	60.71	39.29	4.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	29	20	68.97	31.03	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	228	144	63.16	36.84	2.11
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	22	10	45.45	54.55	--
White	25	13	52.00	48.00	15.38
English Learners	63	42	66.67	33.33	4.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	240	156	65.00	35.00	3.29
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	28	18	64.29	35.71	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	14.71	NT	27.48	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	68	66.67	33.33	14.71
Female	50	34	68	32	8.82
Male	52	34	65.38	34.62	20.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	44	67.69	32.31	6.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	6	46.15	53.85	--
White	11	10	90.91	9.09	--
English Learners	12	11	91.67	8.33	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	62	68.89	31.11	12.9
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	9	60	40	--

2021-22 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 constructions 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, Entrepreneurship/ Small Business, 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	110
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	85.18
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.64

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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.

2022-23 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		82.6	43.2		29.5	15.3		8.9	7.8
Graduation Rate		12.3	12.5		67.6	76.8		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	296	37	12.5
Female	121	16	13.2
Male	175	21	12.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	43	2	4.7
Filipino	--	--	--
Hispanic or Latino	203	26	12.8
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	13	0	0.0
White	32	8	25.0
English Learners	61	5	8.2
Foster Youth	--	--	--
Homeless	53	4	7.5
Socioeconomically Disadvantaged	280	34	12.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	45	4	8.9

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1250	903	408	45.2
Female	569	413	212	51.3
Male	681	490	196	40.0
American Indian or Alaska Native	10	4	0	0.0
Asian	7	7	0	0.0
Black or African American	143	96	31	32.3
Filipino	8	5	1	20.0
Hispanic or Latino	907	665	328	49.3
Native Hawaiian or Pacific Islander	4	1	0	0.0
Two or More Races	68	42	14	33.3
White	101	82	34	41.5
English Learners	228	175	91	52.0
Foster Youth	15	10	6	60.0
Homeless	14	11	4	36.4
Socioeconomically Disadvantaged	1049	805	371	46.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	141	102	31	30.4

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	1.26	4.93	0.20	3.17
Expulsions	0.00	0.00	0.01	0.05	0.00	0.07

2021-22 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	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	49		1
Mathematics	5	29		
Science	6	23	1	
Social Science	9	46		1

2021-22 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	153.43

2021-22 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)	3.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	$15,849.27	$2,971.06	$12,878.21	$79,085.22
District	N/A	N/A	$10,871	$84,177
Percent Difference - School Site and District	N/A	N/A	16.9	-6.2
State	N/A	N/A	$6,594	$88,358
Percent Difference - School Site and State	N/A	N/A	64.5	-11.1

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$50,314	$54,370
Mid-Range Teacher Salary	$79,971	$82,681
Highest Teacher Salary	$105,457	$106,610
Average Principal Salary (Elementary)	$133,730	$135,283
Average Principal Salary (Middle)	$138,442	$141,244
Average Principal Salary (High)	$157,888	$152,955
Superintendent Salary	$260,000	$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 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 Where there are student course enrollments of at least one student.	0

Professional Development

SIATech's professional development program creates a system of professional learning that aligns with its mission, beliefs, and commitments. High quality professional learning fosters positive change in classroom practice, which results in increased and equitable academic and social emotional achievement for all students.

The 2022-23 school year focus is on SIATech's Strategic Goal 1: High-Quality Instruction and Programs. The Professional Development Plan will provide high-quality instruction, equity-focused, student-centered learning through a culturally relevant curriculum that meets the social, emotional, and academic needs of all SIATech students. Professional development includes a focus on the following:
Student/Staff/Leadership wellness
Trauma-informed practices and social emotional learning
Edgenuity curriculum
Instructional strategies and practices
Professional Learning Communities (PLCs)
Diversity, Equity, and Inclusion work and all-staff meetings with consultant
English Learner curriculum and instructional strategies
Paxton Patterson labs
Book studies for teachers and leadership
Induction for beginning teachers
New Staff Orientation

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; staff and student wellness; and trauma-informed practices. Monthly Administrative Leadership Team meetings focus on a book study, wellness, and system coherence. Site-based professional development is based on the transition to the new Edgenuity curriculum and resulting instructional practices. In-service training is also provided for such topics as benefits, district/state/federal rules and regulations, and state/internal assessments.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2.5	2.5	2

-       A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and

Patient Care Pathway

Public and Community Health Pathway

Information and Communication Technology Pathway

Operations/Logistics Pathway

Entrepreneurship Pathway

-       A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and

Patient Care Pathway

Professional Skills in Health Care, Physical Education in Healthcare, Anatomy and Physiology A&B

Public and Community Health Pathway

Professional Skills in Healthcare, First Aid/CPR/AED/ & Bloodborne Pathogens Certificate, Medical Terminology

Information and Communication Technology Pathway

Professional Skills in ICT, Computers and the Internet, Coding

Operations/Logistics Pathway

Professional Skills in Transportation, Logistics I, Logistics II, OSHA-10 Certificate

Entrepreneurship Pathway

TBD- This is an upcoming pathway.

-       A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

Covid-10 and CTE staffing changes have dismantled advisory committees that were in place. Advisory committees and industry representative lists are a main focus for the new CTE administration.