

SIATech

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	Stacey Wilkins
Email Address	info@siatech.org
School Website	www.siatech.org
Grade Span	10-12
County-District-School (CDS) Code	37684520106120

2024-25 District Contact Information

District Name	SIATech Charter
Phone Number	760.945.1227
Superintendent	Stacey Wilkins
Email Address	stacey.wilkins@siatech.org
District Website	www.siatech.org

2024-25 School Description and Mission Statement

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).

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	477
Grade 11	372
Grade 12	231
Total Enrollment	1,080

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.7
Male	58.3
American Indian or Alaska Native	0.7
Asian	1.1
Black or African American	14.3
Filipino	0.4
Hispanic or Latino	69.4
Native Hawaiian or Pacific Islander	0.6
Two or More Races	5.2
White	8
English Learners	18.9
Foster Youth	0.8
Homeless	1.3
Socioeconomically Disadvantaged	94.2
Students with Disabilities	17.5

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/Incomplete/NA	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)	27.90	52.94	917.70	86.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.28	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	21.10	1.99	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	20.60	39.11	48.20	4.55	11953.10	4.28
Unknown/Incomplete/NA	4.10	7.92	70.40	6.64	15831.90	5.67
Total Teaching Positions	52.80	100.00	1060.50	100.00	279044.80	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.

2022-23 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)	24.90	53.48	925.30	87.74	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.40	0.04	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.80	19.01	22.70	2.15	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	9.60	20.75	39.20	3.72	11746.90	4.23
Unknown/Incomplete/NA	3.10	6.72	66.90	6.34	14303.80	5.15
Total Teaching Positions	46.60	100.00	1054.60	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.80	0.00	8.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.80	0.00	8.8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	21.20	20.60	9.6
Total Out-of-Field Teachers	21.20	20.60	9.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.10	7.3	24.5
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	3.3	4.8

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

2024-25 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 an online learning management system and teacher materials, SIATech students are able to access the needed coursework identified as part of their Individual Learning Plan. SIATech students and teachers will utilize the Edgenuity learning management system. Students are able to access the Edgenuity 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. It utilizes custom instructional materials in Edgenuity.

Year and month in which the data were collected

July 2024

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; utilizes custom instructional materials in Edgenuity.		0
Mathematics	LEA does not adopt one specific textbook; utilizes custom instructional materials in Edgenuity.		0
Science	LEA does not adopt one specific textbook; utilizes custom instructional materials in Edgenuity.		0
History-Social Science	LEA does not adopt one specific textbook; utilizes custom instructional materials in Edgenuity.		0
Foreign Language	LEA does not adopt one specific textbook; utilizes custom instructional materials in Edgenuity.		0
Health	LEA does not adopt one specific textbook; utilizes custom instructional materials in Edgenuity.		0
Visual and Performing Arts	LEA does not adopt one specific textbook; utilizes custom instructional materials in Edgenuity.		0

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

School Facility Conditions and Planned Improvements

SIATech facilities and classrooms are located within six of the Job Corps Centers and eight sites for the Independent Studies program 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

Aug - Oct 2024

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			
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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	22	23	43	42	46	47
Mathematics (grades 3-8 and 11)	5	2	31	31	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	411	267	64.96	35.04	23.31
Female	184	127	69.02	30.98	24.41
Male	227	140	61.67	38.33	22.30
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	55	34	61.82	38.18	20.59
Filipino	--	--	--	--	--
Hispanic or Latino	282	186	65.96	34.04	23.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	14	56.00	44.00	28.57
White	36	24	66.67	33.33	25.00
English Learners	65	45	69.23	30.77	4.44
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	378	246	65.08	34.92	23.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	47	74.60	25.40	10.64

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	411	265	64.48	35.52	1.89
Female	184	128	69.57	30.43	0.78
Male	227	137	60.35	39.65	2.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	55	32	58.18	41.82	6.25
Filipino	--	--	--	--	--
Hispanic or Latino	282	186	65.96	34.04	1.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	14	56.00	44.00	0.00
White	36	24	66.67	33.33	4.17
English Learners	65	45	69.23	30.77	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	378	244	64.55	35.45	2.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	47	74.60	25.40	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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	13.85	12.50	29.14	28.50	30.29	30.73

2023-24 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	99	72	72.73	27.27	12.50
Female	56	37	66.07	33.93	16.22
Male	43	35	81.40	18.60	8.57
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	16	10	62.50	37.50	--
Filipino	0	0	0	0	0
Hispanic or Latino	65	52	80.00	20.00	15.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	9	69.23	30.77	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	95	71	74.74	25.26	12.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	13	76.47	23.53	0.00

2023-24 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. Software tools, like Microsoft Office Specialist and CompTIA Fundamentals + provide students with skills that are necessary for success in higher education and can be applied in various professional fields.

SIATech has developed career pathways in Health Science and Medical Technology, Information and Communication Technologies, Entrepreneurship/ Small Business, Business Management and Transportation: Logistics. We will be adding a new pathway in Education starting the 2025-2026 school year. These pathways were developed with funds from a Career Technical Education Incentive grant, K12SWP grants, and a new Golden State Pathways Program grant. The schools' career pathways enable students to focus on coursework that will prepare them for jobs after graduation.

2023-24 Career Technical Education Programs

SIATech offers hands-on career exploration by way of Paxton Patterson labs at all of its independent study sites. All sites have multiple 10-15 hour courses that appeal to students' interests and allows them to explore further into various career sectors and pathways. This resource coupled with our California Career Zone Career Interest Profiler survey allows teachers and staff to guide students into determining their post high school goals. Work Based Learning and pre-apprenticeships have been added so that students can lead into a paid work setting. We are working with LAUNCH Apprenticeship Network to prepare students to start Pre-Apprenticeship to align them to enter paid Apprenticeships in various fields.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	29
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	55.94
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	4.06

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.

2023-24 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. The administration of the PFT requires only participation results 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
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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.

2024-25 Opportunities for Parental Involvement

SIATech students range in age from 16-24, with many being adults. However, SIATech creates numerous opportunities for parental involvement for parents of students under age 18. Parents and families are a vital part of SIATech and can 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 extend into the home. Therefore, the school makes concerted efforts to ensure parents are partners and shared decision-makers in their children's education. These efforts include:

- Promoting parent responsibilities and involvement;
- Recognizing the importance of the community's historic, ethnic, linguistic, and cultural resources in generating interest in family involvement;
- Scheduling programs and activities flexibly to reach a diverse group of families.

SIATech schools actively reach out to parents through written and telephone correspondence, as well as 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	43.2	84.1	75.7	15.3	22.6	23.1	7.8	8.2	8.9
Graduation Rate	12.5	13.5	21.9	76.8	71.9	70.7	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	575	126	21.9
Female	252	73	29.0
Male	321	53	16.5
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	82	34	41.5
Filipino	--	--	--
Hispanic or Latino	400	73	18.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	39	6	15.4
White	44	10	22.7
English Learners	128	17	13.3
Foster Youth	14	3	21.4
Homeless	98	20	20.4
Socioeconomically Disadvantaged	562	121	21.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	128	19	14.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2324	1755	588	33.5
Female	957	728	273	37.5
Male	1361	1023	313	30.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	20	16	6	37.5
Asian	23	20	5	25.0
Black or African American	350	246	47	19.1
Filipino	--	--	--	--
Hispanic or Latino	1523	1177	465	39.5
Native Hawaiian or Pacific Islander	18	14	1	7.1
Two or More Races	180	126	32	25.4
White	198	146	29	19.9
English Learners	439	352	146	41.5
Foster Youth	34	21	7	33.3
Homeless	31	25	16	64.0
Socioeconomically Disadvantaged	2223	1684	562	33.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	400	310	78	25.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	4.93	4.73	3.24	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.05	0.07	0.09	0.07	0.08	0.07

2023-24 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
Non-Binary	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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

COVID-19 and mandated reporting. Additional plans and details can be found on the school websites.