

Executive Summary School Accountability Report Card, 2010–11

For SIATech

Address:	2611 Temple Heights Dr., Ste. A, Oceanside, CA, 92056-3582	Phone:	(760) 945-1227
Principal:	Dr. Linda Dawson, Superintendent/CEO	Grade Span:	11 & 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Since its inception in July 2004, School for Integrated Academics and Technologies (SIATech), through a partnership with Job Corps and the U.S. Department of Labor, has served primarily as a dropout recovery program to help provide a quality education to students who have been unsuccessful in traditional educational settings. SIATech sites are located within the seven Job Corps Centers across the state and the program aims to break the cycle of poverty and underachievement for all its students.

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 postsecondary education.

Student Enrollment

Group	Enrollment
Number of students	1,843
Black or African American	22.6%
American Indian or Alaska Native	1.0%
Asian	4.6%
Filipino	1.1%

Hispanic or Latino	53.1%
Native Hawaiian or Pacific Islander	1.8%
White	10.5%
Two or More Races	4.3%
Socioeconomically Disadvantaged	100.0%
English Learners	8.2%
Students with Disabilities	6.1%

Teachers

Indicator	Teachers
Teachers with full credential	50
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	3
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	5%
Mathematics	0%
Science	0%
History-Social Science	6%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
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2011 Growth API Score (from 2011 Growth API Report)	931
Statewide Rank (from 2010 Base API Report)	B
Met All 2011 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 3 of 5
2011–12 Program Improvement Status (PI Year)	No

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,382
District	\$7,922
State	\$8,323

School Completion

Indicator	Result
Graduation Rate (if applicable)	40.22

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	1843
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California’s public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	SIATech	District Name	Vista Unified
Street	2611 Temple Heights Dr., Ste. A	Phone Number	(760) 726-2170
City, State, Zip	Oceanside, CA, 92056-3582	Web Site	www.vusd.k12.ca.us
Phone Number	(760) 945-1227	Superintendent	Joyce Bales
Principal	Dr. Linda Dawson, Superintendent/CEO	E-mail Address	joycebales@vusd.k12.ca.us
E-mail Address	linda.dawson@siatech.org	CDS Code	37684520106120

School Description and Mission Statement (School Year 2010–11)

Since its inception in July 2004, School for Integrated Academics and Technologies (SIATech), through a partnership with Job Corps and the U.S. Department of Labor, has served primarily as a dropout recovery program to help provide a quality education to students who have been unsuccessful in traditional educational settings. SIATech sites are located within the seven Job Corps Centers across the state and the program aims to break the cycle of poverty and underachievement for all its students.

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 postsecondary education.

Opportunities for Parental Involvement (School Year 2010–11)

Parents are an important part of SIATech and may serve on the Board of Directors, site-based committees or as volunteers within each school site.

SIATech believes that the work and values of school should be extended into the home. As a result, the school makes various efforts to make parent partners in their children’s education. These efforts include:

- Promoting and strengthening parental responsibilities and involvement;
- Encouraging parents to serves on the committees or as volunteers;
- 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.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	55
Grade 5	0	Grade 12	1,788
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	1,843

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	22.6%
American Indian or Alaska Native	1.0%
Asian	4.6%
Filipino	1.1%
Hispanic or Latino	53.1%
Native Hawaiian or Pacific Islander	1.8%
White	10.5%
Two or More Races	4.3%
Socioeconomically Disadvantaged	100.0%
English Learners	8.2%
Students with Disabilities	6.1%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	15	3	5	0	20	7	1	0	20	6	2	0
Mathematics	15	6	2	0	20	7	1	0	20	8	1	0
Science	15	7	0	0	15	7	0	0	15	7	0	0
Social Science	15	7	0	0	15	7	0	0	15	7	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

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.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0	0	0	11.2%	8.0%	6.3%
Expulsions	0	0	0	0.4%	0.4%	0.3%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	41	41	50	796
Without Full Credential	3	3	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	2	3	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	3

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	94.00%	6.00%
All Schools in District	99.33%	0.67%
High-Poverty Schools in District	99.26%	0.74%
Low-Poverty Schools in District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

V. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	7	
Other	46	

Note: Cells shaded in black do not require data.

* 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.

VI. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,596	\$1,214	\$8,382	\$63,069
District			\$7,922	\$63,897
Percent Difference – School Site and District			5.5%	1.3%
State			\$8,323	\$67,871
Percent Difference – School Site and State			0.7%	7.1%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

CAHSEE Intensive Instruction funding was used for the following:

- Hiring of CAHSEE Tutors
- Hiring of Testing Specialists

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32,755	\$39,972
Mid-Range Teacher Salary	\$59,614	\$59,193
Highest Teacher Salary	\$78,612	\$78,413
Average Principal Salary (Elementary)	\$104,437	\$108,534
Average Principal Salary (Middle)	\$107,975	\$112,893
Average Principal Salary (High)	\$124,009	\$123,331
Superintendent Salary	\$232,046	\$226,417
Percent of Budget for Teacher Salaries	38.00%	38.00%
Percent of Budget for Administrative Salaries	3.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

VII. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	2%	6%	5%	53%	54%	55%	49%	52%	54%
Mathematics	0%	0%	0%	48%	49%	51%	46%	48%	50%
Science	0%	0%	0%	47%	53%	56%	50%	54%	57%
History-Social Science	1%	4%	6%	42%	44%	48%	41%	44%	48%

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	55%	51%	56%	48%
All Students at the School	5%	0%	0%	6%
Male	5%	0%	0%	9%
Female	5%	0%	0%	4%
Black or African American	5%	0%	0%	5%
American Indian or Alaska Native	0%	0%	0%	0%
Asian				
Filipino				

Hispanic or Latino	5%	0%	0%	7%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	0%	0%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	5%	0%	0%	6%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services				

Note: **Scores are not shown 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.**

VIII. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	B	B	B
Similar Schools	B	B	B

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	65	18	-10

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	37	931	16,052	793	4,683,676	778
Black or African American	7		510	775	317,856	696
American Indian or Alaska Native	0		66	797	33,774	733
Asian	0		384	908	398,869	898
Filipino	0		258	878	123,245	859
Hispanic or Latino	24	917	9,436	739	2,406,749	729
Native Hawaiian or Pacific Islander	1		197	818	26,953	764
White	4		4,858	876	1,258,831	845
Two or More Races	1		332	867	76,766	836
Socioeconomically Disadvantaged	37	931	9,495	738	2,731,843	726
English Learners	1		6,337	701	1,521,844	707
Students with Disabilities	5		2,455	645	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	No	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	No	In PI
First Year of Program Improvement	N/A	2006-2007
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement		14
Percent of Schools Currently in Program Improvement		41.2%

Note: Cells shaded in black do not require data.

IX. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	26.0	30.1	42.5	18.4	13.0	10.5	4.9	5.7	4.6
Graduation Rate	24.96	27.3	40.22	78.67	81.97	87.82	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Career Technical Education Programs (School Year 2010–11)

SIATech's partnership with Job Corps provides remarkable opportunities for integrating content areas with career technical learning. Team work and good communication with CTE instructors provides a setting for a flexible and responsive learning environment that provides the addressing of objective deemed necessary for success in the workplace. The expectation is for all students to learn the knowledge, skills and attitudes necessary to be successful in today's technology-based economy. The Career Success Standards measures performance in the following areas: Workplace, Relationship and Ethics, Communications, Personal Growth and Development, Interpersonal Skills, Information Management, Multicultural Awareness, Career and Personal Planning, and Independent Living.

Elements of the curriculum are immersed in industry-standard technology, such as AutoCAD, a tool to learn and use math skills in classrooms that is also extensively used in constructions trades. Additional software tools, like Microsoft Office and Adobe Macromedia, provide students with skills that are necessary for success in higher education and can be applied in various professional fields. Career training opportunities for students range from culinary arts to telecommunications, business technology to carpentry, and landscaping.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	1843
Percent of pupils completing a CTE program and earning a high school diploma	26.9%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

X. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

SIATech's professional development program focuses on:

- Building capacity for systemic improvement of teaching and learning;
- Developing the instructional competencies essential to a standards-based curriculum;
- Creating a shared vision of a collegial learning community;
- Unity building for faculty;
- Methods of teaching and learning in an integrated curriculum;
- Recognizing different learning styles and planning lessons that incorporate them;
- Competencies, standards, and skills in the curriculum; and
- Assessment: How to design and use assessment methods to determine if a skill has been learning, a standard has been met, and/or a competency has been mastered.

SIATech schedules multiple staff workshops, seminars, interest group sessions, and individual sessions as appropriate for the topic, the school, and the faculty, throughout the year. In addition to professional development, staff is provided with in-service trainings which focus on introduction to the rules, procedures, and policies of SIATech as well as applicable district, state, and federal rules and regulations that school site personnel need to be aware of.