

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Vista Unified
Phone Number	760-726-2170
Superintendent	Linda Kimble
E-mail Address	superintendentsoffice@vistausd.org
Web Site	www.vistausd.org

School Contact Information (School Year 2017-18)	
School Name	SIATech
Street	2611 Temple Heights Dr., Ste. A
City, State, Zip	Oceanside, Ca, 92056-3582
Phone Number	760-945-1227
Principal	Dr. Linda Dawson, Superintendent/CEO
E-mail Address	info@siatech.org
Web Site	www.siatech.org
County-District-School (CDS) Code	37684520106120

Last updated: 1/10/2018

School Description and Mission Statement (School Year 2017-18)

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 provide a premier high school dropout recovery program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in "Real Learning for Real Life." The school was founded in 2004 and operates in partnership with 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, South Bay (Chula Vista), Treasure Island (San Francisco).

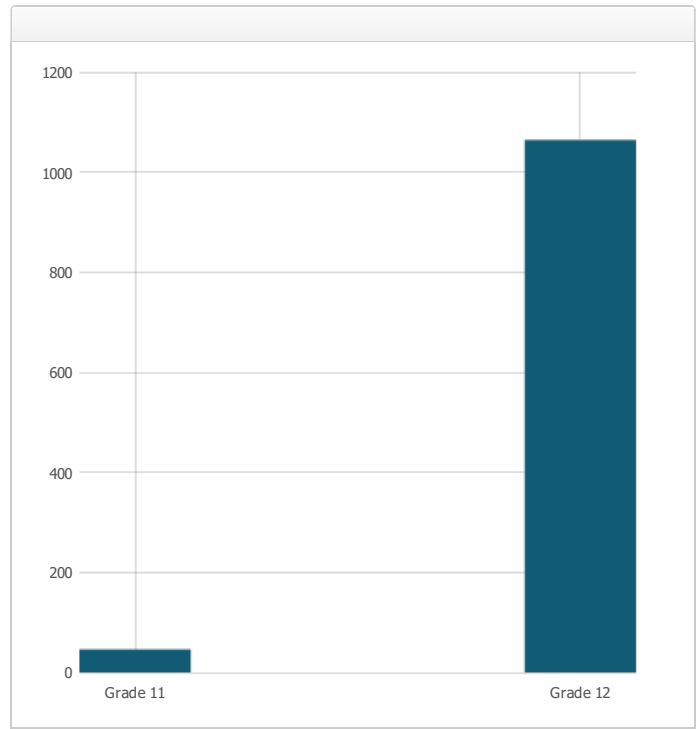
Students at SIATech are offered "Real Learning for Real Life," with an opportunity to complete their high school education in a motivational, academically challenging environment. Standards-based academic learning is integrated in real-world, high-tech applications as the program focuses on literacy, 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 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.

Last updated: 1/10/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 11	46
Grade 12	1064
Total Enrollment	1110



Last updated: 1/10/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	21.4 %
American Indian or Alaska Native	0.9 %
Asian	0.8 %
Filipino	0.8 %
Hispanic or Latino	60.9 %
Native Hawaiian or Pacific Islander	0.8 %
White	9.3 %
Two or More Races	4.6 %
Other	0.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.5 %
English Learners	17.6 %
Students with Disabilities	7.4 %
Foster Youth	1.2 %

Last updated: 1/10/2018

A. Conditions of Learning

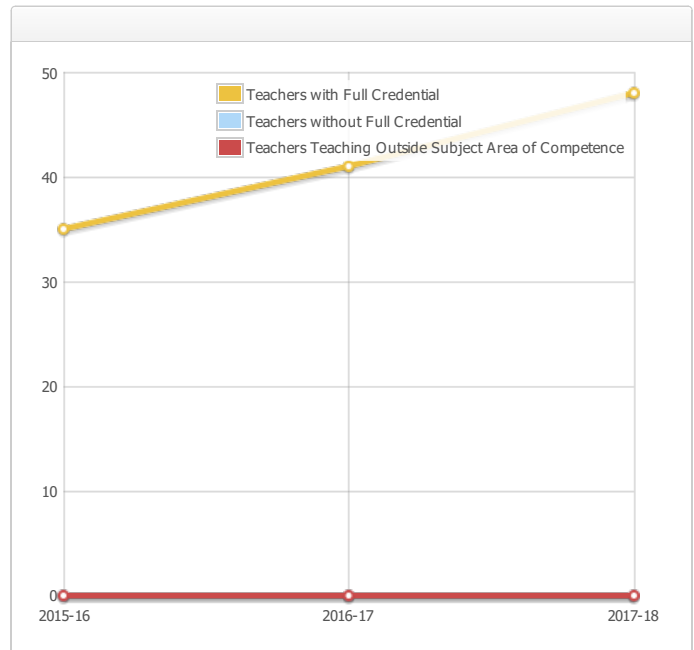
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

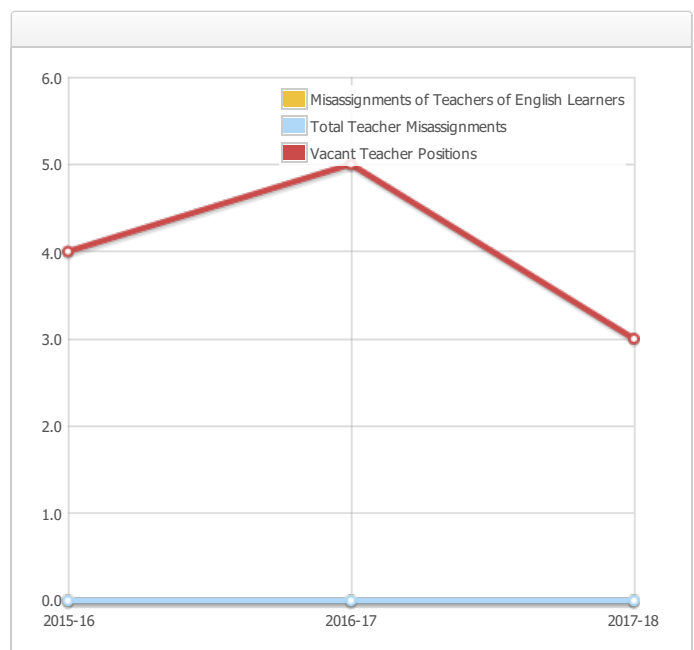
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	35	41	48	1014
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/22/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	4	5	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.

Last updated: 1/22/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>SIATech provides a customized curriculum adapted for dropout recovery called ConTech curriculum. It is adapted by each instructor to meet the needs of each individual student. Through the Schoology learning management system and teacher materials, SIATech 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.</p> <p>LEA does not adopt one specific textbook.</p>		0.0 %
Mathematics	<p>SIATech provides a customized curriculum adapted for dropout recovery called ConTech curriculum. It is adapted by each instructor to meet the needs of each individual student. Through the Schoology learning management system and teacher materials, SIATech 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.</p> <p>LEA does not adopt one specific textbook.</p>		0.0 %
Science	<p>SIATech provides a customized curriculum adapted for dropout recovery called ConTech curriculum. It is adapted by each instructor to meet the needs of each individual student. Through the Schoology learning management system and teacher materials, SIATech 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.</p> <p>LEA does not adopt one specific textbook.</p>		0.0 %
History-Social Science	<p>SIATech provides a customized curriculum adapted for dropout recovery called ConTech curriculum. It is adapted by each instructor to meet the needs of each individual student. Through the Schoology learning management system and teacher materials, SIATech 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.</p> <p>LEA does not adopt one specific textbook.</p>		0.0 %
Foreign Language	<p>SIATech provides a customized curriculum adapted for dropout recovery called ConTech curriculum. It is adapted by each instructor to meet the needs of each individual student. Through the Schoology learning management system and teacher materials, SIATech 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.</p> <p>LEA does not adopt one specific textbook.</p>		0.0 %
Health	<p>SIATech provides a customized curriculum adapted for dropout recovery called ConTech curriculum. It is adapted by each instructor to meet the needs of each individual student. Through the Schoology learning management system and teacher materials, SIATech 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.</p> <p>LEA does not adopt one specific textbook.</p>		0.0 %
Visual and Performing Arts	<p>SIATech provides a customized curriculum adapted for dropout recovery called ConTech curriculum. It is adapted by each instructor to meet the needs of each individual student. Through the Schoology learning management system and teacher materials, SIATech 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.</p> <p>LEA does not adopt one specific textbook.</p>		0.0 %

Science Lab Eqpmt (Grades 9- 12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 1/22/2018

School Facility Conditions and Planned Improvements

SIATech facilities and classrooms are located within the six 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.

Last updated: 1/22/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	13%	20.18%	45%	46%	48%	48%
Mathematics (grades 3-8 and 11)	2%	1.79%	31%	33%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	164	109	66.46%	20.18%
Male	80	52	65.80%	21.16%
Female	86	57	67%	19.30%
Black or African American	31	19	61.29%	15.79%
American Indian or Alaska Native	--	--	--	
Asian	0	0		
Filipino	0	0		
Hispanic or Latino	26	14	53.84%	0.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	0	0		
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	153	102	66.67%	16.67%
English Learners	40	25	62.50%	4.00%
Students with Disabilities	12	--	66.67%	12.50%
Students Receiving Migrant Education Services	0	0		
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	164	109	66.46%	20.18%
Male	81	55	67.90%	3.64%
Female	83	57	68.24%	0.00%
Black or African American	31	19	61.29%	0.00%
American Indian or Alaska Native	--	--	--	
Asian	0	0		
Filipino	0	0		
Hispanic or Latino	107	75	70.09%	1.33%
Native Hawaiian or Pacific Islander	--	--	--	
White	0	0		
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	158	108	68.35%	2.78%
English Learners	29	17	58.62%	0.00%
Students with Disabilities	12	--	75.00%	11.11%
Students Receiving Migrant Education Services	0	0		
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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Last updated: 1/27/2018

Career Technical Education Programs (School Year 2016-17)

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 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 construction 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.

SIATech has developed pathways in Healthcare, Information technology, Advanced Manufacturing, Advanced Transportation and Agriculture. These pathways were developed with funds from a California Career Pathways Trust grant and Career Technical Innovations grant. The schools' career pathways enable students to focus on coursework that will prepare them for jobs after graduation.

Last updated: 1/22/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	335
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/27/2018***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	74.8%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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 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.

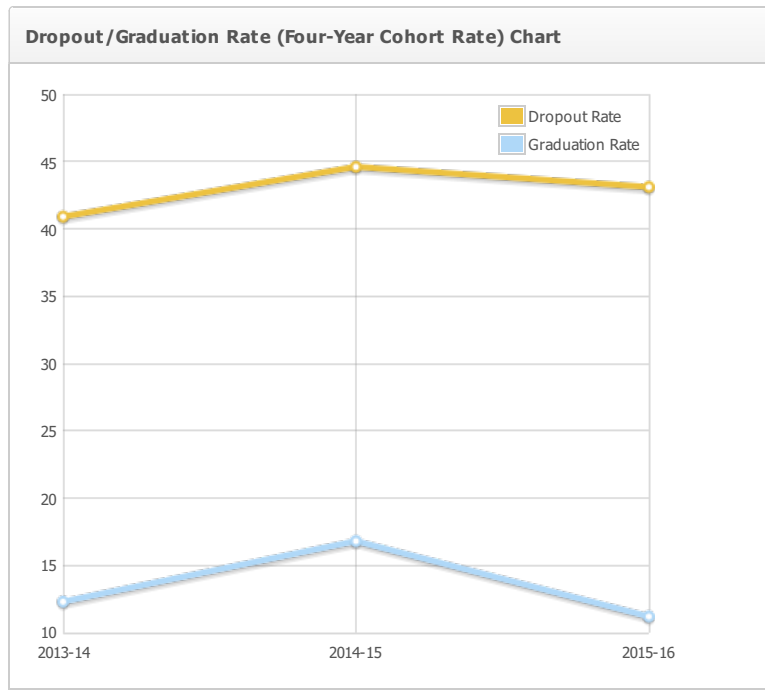
State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	40.9%	44.6%	43.1%	9.5%	7.9%	7.9%	11.5%	10.7%	9.7%
Graduation Rate	12.3%	16.8%	11.2%	82.6%	84.8%	84.8%	81.0%	82.3%	83.8%



Last updated: 1/23/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	35.5%	68.6%	87.1%
Black or African American	37.4%	48.5%	79.2%
American Indian or Alaska Native	38.5%	47.6%	80.2%
Asian	42.9%	83.6%	94.4%
Filipino	33.3%	86.8%	93.8%
Hispanic or Latino	34.7%	64.4%	84.6%
Native Hawaiian or Pacific Islander	16.7%	52.9%	86.6%
White	40.0%	88.6%	91.0%
Two or More Races	35.4%	65.1%	90.6%
Socioeconomically Disadvantaged	34.7%	60.2%	85.5%
English Learners	24.3%	31.1%	55.4%
Students with Disabilities	54.9%	63.4%	63.9%
Foster Youth	50.0%	64.3%	68.2%

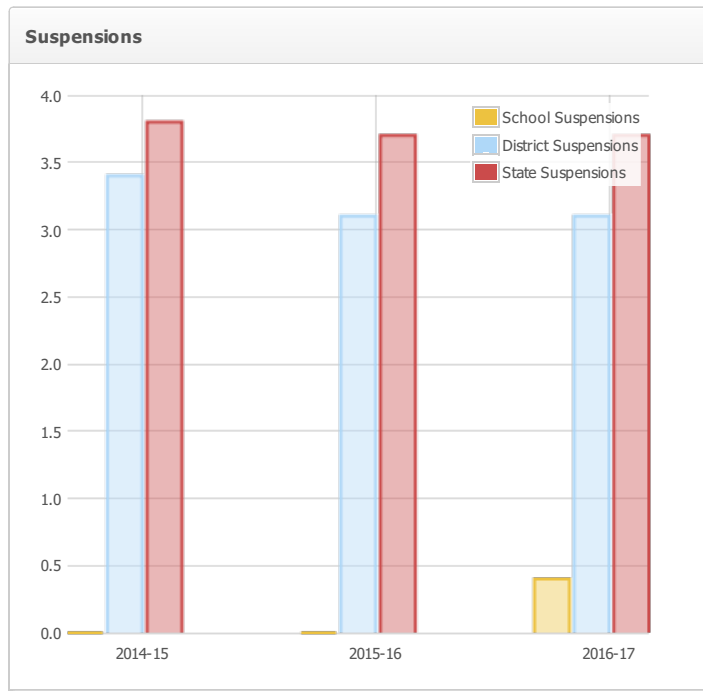
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.0%	0.4%	3.4%	3.1%	3.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/23/2018

School Safety Plan (School Year 2017-18)

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.

Last updated: 1/16/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	15
Percent of Schools Currently in Program Improvement	N/A	71.4%

Last updated: 1/22/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	13.0	36	9	1	18.0	58	8	9	13.0	76	8	7
Mathematics	9.0	28	1	0	12.0	31	6	2	6.6	87	5	0
Science	10.0	15	0	1	8.0	27	0	1	7.8	41	1	2
Social Science	48.0	38	1	18	17.0	43	6	4	10.8	65	4	3

* 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.

Last updated: 1/23/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values 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.

Last updated: 1/23/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14255.0	\$2270.0	\$11985.0	\$71771.0
District	N/A	N/A	\$11535.0	\$74142.0
Percent Difference – School Site and District	N/A	N/A	3.8%	-3.3%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	58.3%	-9.9%

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

Last updated: 1/27/2018

Types of Services Funded (Fiscal Year 2016-17)

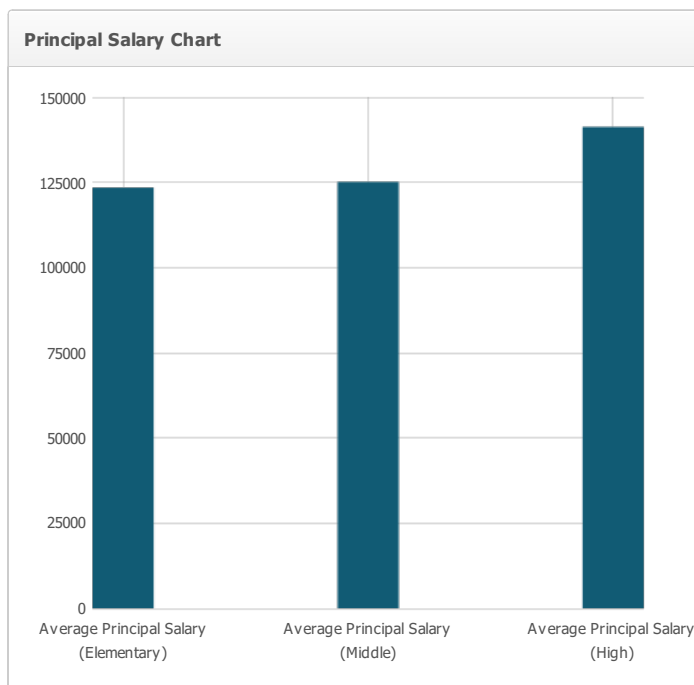
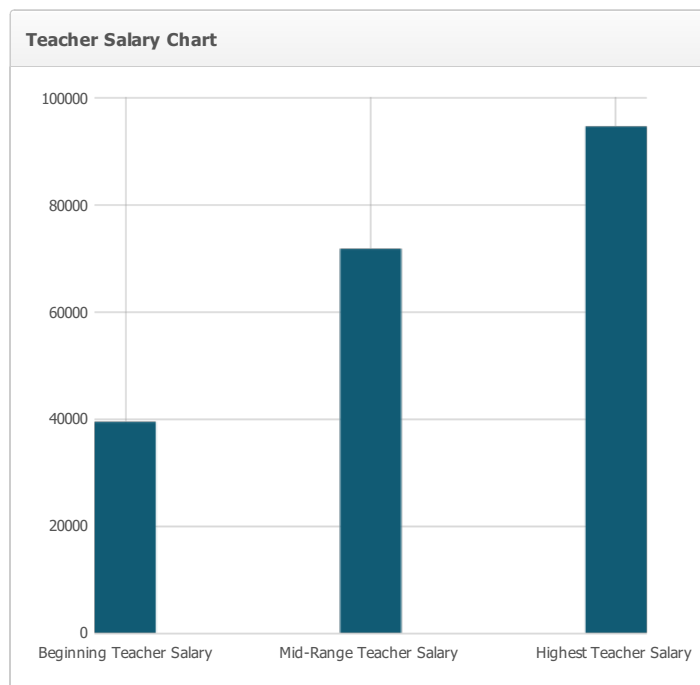
The School for Integrated Academics and Technologies (SIATech) is a public charter high school focused on drop out recovery. Serving 16-24 year old students who often have dropped out of school in the past and have chosen to re-commit to their high school education. SIATech provides premier, accredited drop-out 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.

Last updated: 1/27/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,390	\$47,808
Mid-Range Teacher Salary	\$71,690	\$73,555
Highest Teacher Salary	\$94,536	\$95,850
Average Principal Salary (Elementary)	\$123,462	\$120,448
Average Principal Salary (Middle)	\$125,138	\$125,592
Average Principal Salary (High)	\$141,267	\$138,175
Superintendent Salary	\$250,234	\$264,457
Percent of Budget for Teacher Salaries	36.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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



Last updated: 1/27/2018

Professional Development

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.

Last updated: 1/23/2018