

Science & Technology Academy at Knights Landing

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Science & Technology Academy at Knights Landing
Street	9544 Mill St.
City, State, Zip	Knights Landing, CA 95645
Phone Number	(530) 735-6435
Principal	Maria Martinez
Email Address	maria.martinez@wjusd.org
School Website	https://sci-tech.wjUSD.org/
County-District-School (CDS) Code	57727100121749

2022-23 District Contact Information

District Name	Science and Technology Academy at Knights Landing
Phone Number	(530) 662-0201
Superintendent	Elodia Ortega-Lampkin
Email Address	elodia.lampkin@wjusd.org
District Website Address	www.wjUSD.org

2022-23 School Overview

Principal's Message:

Here at the Science and Technology Academy at Knights Landing, “hands on – minds on” learning is our motto. Students are able to engage all of their senses – visual, auditory, touch, smell, taste – in their classrooms. We strive to promote an environment where children are encouraged to take risks as they experience diverse and challenging intellectual opportunities, and where they are nurtured both as individuals and as members of a community. We provide experiences for children to develop positive self-concepts and a positive attitude toward school and learning. Sci Tech’s mission to, “inspire learning, curiosity, and problem-solving with a focus on science and technology” brings an infusion of technology to support inquiry-based instruction including developing strong community partnerships. Using science and technology to drive teaching and learning of all core competencies prepares students for the rapidly changing world of the 21st century.

Mission Statement

The mission of the Science and Technology Academy at Knights Landing (Sci-Tech KL) is to inspire learning, curiosity, and problem-solving with a focus on science and technology to produce students prepared to lead and contribute in the ever-changing 21st century world.

Sci-Tech KL is Built on 4 Cornerstones:

- The use of science curriculum to drive teaching and learning of all other core areas;
- The use of inquiry-based instruction to foster curiosity and develop problem solving skills;
- The infusion of technology into the students’ everyday learning experiences; and
- The focus on creating a supportive and encouraging environment through relationships and community building among students, staff, parents, and community members.

Community and District Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 56,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served approximately 9,307 students in the 2021-22 school year.

2022-23 School Overview

Science & Technology Academy at Knights Landing operates on a traditional calendar. The school opened in 2010-11. For the 2021-22 school year, the school had 206 students enrolled in grades transitional kindergarten through sixth.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	38
Grade 1	25
Grade 2	32
Grade 3	27
Grade 4	38
Grade 5	27
Grade 6	27
Total Enrollment	214

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
American Indian or Alaska Native	0.0
Asian	1.4
Black or African American	1.4
Filipino	0.9
Hispanic or Latino	56.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.7
White	36.0
English Learners	13.1
Foster Youth	0.9
Homeless	0.5
Migrant	0.5
Socioeconomically Disadvantaged	63.1
Students with Disabilities	14.0

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.80	79.74	422.70	87.04	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	8.10	16.70	3.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.30	1.72	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.70	1.80	12115.80	4.41
Unknown	1.50	12.16	29.10	5.99	18854.30	6.86
Total Teaching Positions	12.30	100.00	485.60	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)	11.30	87.50	431.60	88.36	234405.20	84.00
Intern Credential Holders Properly Assigned	1.10	8.56	15.60	3.21	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	14.80	3.05	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.20	1.68	11953.10	4.28
Unknown	0.50	3.86	18.00	3.70	15831.90	5.67
Total Teaching Positions	12.90	100.00	488.50	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as

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

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

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

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 9, 2022 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams versus the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2022, regarding textbooks in use during the 2022-2023 school year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	N/A	No	0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014	Yes	0.0%
Science	National Geographic Learning/Cengage Learning Exploring Science	No	0.0%
History-Social Science		No	
Health	Health Connected: Puberty Talks Adopted 2020	Yes	0.0%

School Facility Conditions and Planned Improvements

Science & Technology Academy at Knight's Landing offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of six classrooms, four portable classrooms, one library, one staff room, and three playground areas. Facility information is current as of November 23, 2022.

Cleaning Process

The principal works daily with a custodial staff to ensure regular and continual maintenance of the school's physical environment.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At time of publication 100% of restrooms on campus were in working order.

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 101: 2: (D) Vents are obstructed, and vents and grills are excessively dusty or dirty. Clean returns and paint 4: (D) Ceiling tiles have holes or stains. Replace 3 tiles. 9: (D) Drinking fountain is not working. Work order 52084
Interior: Interior Surfaces		X		Family Center: 4: (D) Ceiling tiles are missing. Medical room 1 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Light is out and the ballast needs replaced. Work order 520772 P6: 4: (D) Ceiling tiles have holes or stains. 4 tiles 5: (D) investigate mildew smell Work order 52076 P9: 4: (D) Ceiling tiles have holes or stains. 3 ceiling tile replacements Work order 52078

School Facility Conditions and Planned Improvements

			<p>Room 101: 2: (D) Vents are obstructed, and vents and grills are excessively dusty or dirty. Clean returns and paint 4: (D) Ceiling tiles have holes or stains. Replace 3 tiles. 9: (D) Drinking fountain is not working. Work order 52084</p> <p>Room 16: 4: (D) Ceiling tiles have holes or stains. 1 tile needs replacement Work order 52087</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	<p>P6: 4: (D) Ceiling tiles have holes or stains. 4 tiles 5: (D) investigate mildew smell Work order 52076</p>
Electrical	X		<p>Family Center: 4: (D) Ceiling tiles are missing. Medical room 1 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Light is out and the ballast needs replaced. Work order 520772</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>Administration: 8: (D) Sink drain is not draining well Work order 52067</p> <p>Rm 4: 9: (D) A Leak is evident. Faucet is leaking. Work order 52082</p> <p>Room 101: 2: (D) Vents are obstructed, and vents and grills are excessively dusty or dirty. Clean returns and paint 4: (D) Ceiling tiles have holes or stains. Replace 3 tiles. 9: (D) Drinking fountain is not working. Work order 52084</p>
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Play Structures: 14: (D) Significant cracks, trip hazards, holes, and deterioration are found. (D) blue seat on structure is cracked (D) stand-alone rocker (rubber coming off seat) remove and safe odd - GET w/Rob for repair (D) Triangle (black) piece is cracked (D) Blue seat cracked Work order 52080</p> <p>Room 14: 15: (D) Replace front screens do not fit windows Work order 52086</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	46	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	39	N/A	24	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	120	119	99.17	0.83	46.22
Female	59	59	100.00	0.00	50.85
Male	61	60	98.36	1.64	41.67
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	67	98.53	1.47	32.84

Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	43	43	100.00	0.00	69.77
English Learners	14	14	100.00	0.00	7.14
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	71	70	98.59	1.41	35.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	21	95.45	4.55	14.29

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	120	119	99.17	0.83	38.66
Female	59	59	100.00	0.00	37.29
Male	61	60	98.36	1.64	40.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	67	98.53	1.47	28.36
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	43	43	100.00	0.00	55.81
English Learners	14	14	100.00	0.00	7.14
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	71	70	98.59	1.41	28.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	21	95.45	4.55	4.76

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	40.74	NT	19.88	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	27	96.43	3.57	40.74
Female	13	13	100	0	53.85
Male	15	14	93.33	6.67	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	13	12	92.31	7.69	25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100	0	61.54
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.74	5.26	27.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Science & Technology Academy at Knights Landing is proud of its many opportunities for parents to volunteer their time and participate in site-based decision making. These opportunities include the Parent Teacher Organization (PTO), School Site Council (SSC), English Language Advisory Council (ELAC), a Governance Committee that parents sit on, and parents who volunteer their time to help classroom teachers or in school wide events. Strong parent participation is a vital component of our school culture and our students' continuing success. Our CAFE Specialist provides additional outreach to parents and families in order to encourage more family participation in various aspects of the school program.

Throughout the school year teachers and staff work hard to create and maintain a relationships with parents and guardians. Twice a year (between report cards) teachers meet with parents to discuss each student's PLP (Personalized Learning Plan). PLPs give teachers the opportunity to design a road map for a student's academic, social, and emotional progress with parents. Teachers are able to maintain regular contact with each family using Seesaw and weekly newsletters. Principal Maria Martinez makes a weekly all call on Sunday evenings to remind families of important upcoming dates and to keep families informed about the week's activities.

In a typical school year SciTech hosts no fewer than 4 themed evenings that the whole family is encouraged to attend. Examples from previous years include; Ice Cream Social, Harvest Festival, Día De Los Muertos, Art Night, Science Fair, Kermes Festival, etc. These events have always been an excellent way to connect with parents and foster whole-family engagement. Last year, we were able to hold our Annual Kermes in person for the first time after pandemic. It was well attended with more than 300 people in attendance and many volunteers which included, parents, grandparents, community members and former SciTech students.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	226	220	62	28.2
Female	105	103	25	24.3
Male	121	117	37	31.6
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	0	0.0
Black or African American	6	3	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	125	123	34	27.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	1	11.1
White	80	79	27	34.2
English Learners	30	30	6	20.0
Foster Youth	3	3	3	100.0
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	142	139	49	35.3
Students Receiving Migrant Education Services	2	2	1	50.0
Students with Disabilities	44	43	12	27.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.00	4.16	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively.

Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.88	0.21	5.89	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.88	0.00
Female	0.00	0.00
Male	1.65	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	1.60	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	3.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Safety of students is a priority of the school staff. Students are supervised throughout the day by teachers and noon duty supervisors. There is a designated area for student drop-off and pick-up at the school. Visitors to the school must check in at the office and wear a visitor's badge while on campus; the badge is subsequently relinquished upon checking out at the office.

Science & Technology Academy at Knights Landing's Site Safety Plan is revised each fall by the School Site Council, which consists of administrators, parents, students, and school staff. Key elements of the Safety Plan include student safety, school climate, emergency preparedness, and a strong anti-bullying component. Students, in particular, play an active role at our school. Surveys are given at the beginning of each school year in order to give us a clear understanding of what students would like to see at our school. The principal conducts focus groups with the 4-6 grade students and reviews the results of the survey and includes ideas both in the Safety Plan and LCAP. A second survey is given in the Spring to ensure that the students have an opportunity to review the changes that have been made based on their suggestions. In addition, a campus-wide positive school culture is fostered through class meetings, active problem solving, and respectful relationships between students, staff, and parents. The Youth Advisory Council has a strong voice and leadership in the activities carried out to promote and nourish a sense of belonging and safety. We have taken results from the survey and carried out the following: school beautification, spirit weeks, anti-bullying assemblies, and food drives. The safety plan was last reviewed, discussed, and updated in September and October of 2022.

2022-23 School Safety Plan

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including monthly fire evacuations and disaster and intruder drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available. The safety plan was last reviewed with staff in September of 2022.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3		
1	15	1	1	
2	23		2	
3	26		1	
4	28		2	
5	30		1	
6	31		1	
Other	24	2	1	1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	5		
1	13	2	1	
2	10	2	1	
3	12	4		
4	14	1	1	
5	15	1	1	
6	31		1	
Other	7	5		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	2	1	
1	24		1	
2	16	2		
3	14	1	1	
4	19	2		
5	27		1	
6	14	1	1	
Other	8	3		

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,099	\$2,867	\$9,233	\$80,537
District	N/A	N/A	\$5,707	\$73,100
Percent Difference - School Site and District	N/A	N/A	47.2	9.7
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	33.3	-3.1

2021-22 Types of Services Funded

Woodland Joint Unified School District spent an average of \$5,707 to educate each student (based on 2020-21 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2020-2021 school year, the District received State and federal funding for the following categorical, special education, and support programs: After School Education and Safety, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,505	\$52,478
Mid-Range Teacher Salary	\$67,644	\$80,810
Highest Teacher Salary	\$96,876	\$101,276
Average Principal Salary (Elementary)	\$110,190	\$127,080
Average Principal Salary (Middle)	\$115,533	\$134,264
Average Principal Salary (High)	\$127,448	\$147,200
Superintendent Salary	\$246,598	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. 5 professional development days take place annually prior to the school year commencing. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:
 Universal Design for Learning, TK-12
 Ethnic Studies, Preschool-12
 English Learner Roadmap, TK-12
 Social Emotional Learning TK-12
 Early Literacy TK-3

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0