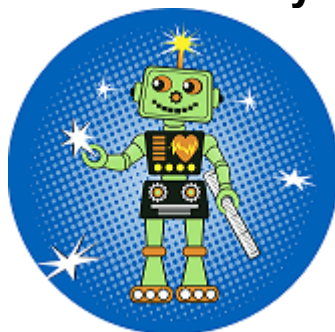


Science & Technology Academy at Knights Landing

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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.wjused.org/ |
| County-District-School (CDS) Code | 57727100121749 |

2021-22 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@wjused.org |
| District Website Address | www.wjused.org |

2021-22 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 9,636 students in the 2020-21 school year.

2021-22 School Overview

Science & Technology Academy at Knights Landing operates on a traditional calendar. The school opened in 2010-11. For the 2020-21 school year, the school had 225 students enrolled in grades transitional kindergarten through sixth.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 40 |
| Grade 1 | 35 |
| Grade 2 | 27 |
| Grade 3 | 39 |
| Grade 4 | 24 |
| Grade 5 | 29 |
| Grade 6 | 31 |
| Total Enrollment | 225 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 48.4 |
| Male | 51.6 |
| Asian | 1.8 |
| Black or African American | 3.1 |
| Filipino | 0.4 |
| Hispanic or Latino | 53.8 |
| Two or More Races | 4 |
| White | 36.9 |
| English Learners | 12.9 |
| Foster Youth | 1.3 |
| Homeless | 0.4 |
| Socioeconomically Disadvantaged | 48 |
| Students with Disabilities | 14.2 |

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

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

2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|--|---------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | |
| Intern Credential Holders Properly Assigned | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | |
| Unknown | |
| Total Teaching Positions | |

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2019-20 |
|--|---------|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2019-20 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

2019-20 Class Assignments

| Indicator | 2019-20 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 9, 2021 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 2021, regarding textbooks in use during the 2021-2022 school year.

| | |
|--|-------------|
| Year and month in which the data were collected | August 2021 |
|--|-------------|

| 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 | | | |
| Foreign Language | | | |
| Health | Health Connected: Puberty Talks Adopted 2020 | Yes | 0.0% |
| Visual and Performing Arts | | | |
| Science Laboratory Equipment (grades 9-12) | | | |

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 12, 2021.

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.

Year and month of the most recent FIT report

11/12/2021

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | Room P 7: 6: (D) Evidence of feral cats. Cover any potential openings leading to area underneath Work Order 46959 |
| Electrical | X | | | Room P10: 7: (D) lighting fixture or bulbs are not working or missing (D) Electrical outlet covers are damaged or missing. Vertical wire mold has a cover missing (close to ceiling) (D) low voltage wiring from room 10 to room 6 needs to be raised. Work Order 46960 |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | Room 15: 12: (D) Damage to stairway or ramp Work Order 46962 |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Room 1: 15: (D) Doors are broken, damaged, or missing. North door, replace weather striping and door stop Work Order 46961 |

School Facility Conditions and Planned Improvements

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 118 | 1 | 0.85 | 99.15 | -- |
| Female | 63 | 0 | 0 | 100 | -- |
| Male | 55 | 1 | 1.82 | 98.18 | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 70 | 1 | 1.43 | 98.57 | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 37 | 0 | 0 | 100 | -- |
| English Learners | 14 | 0 | 0 | 100 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 65 | 0 | 0 | 100 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 14 | 1 | 7.14 | 92.86 | -- |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 118 | 1 | 0.85 | 99.15 | -- |
| Female | 63 | 0 | 0.00 | 100.00 | -- |
| Male | 55 | 1 | 1.82 | 98.18 | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 70 | 1 | 1.43 | 98.57 | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 37 | 0 | 0.00 | 100.00 | -- |
| English Learners | 14 | 0 | 0.00 | 100.00 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 65 | 0 | 0.00 | 100.00 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 14 | 1 | 7.14 | 92.86 | -- |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| STAR Student Groups | STAR Total Enrollment | STAR Number Tested | STAR Percent Tested | STAR Percent Not Tested | STAR Percent At or Above Grade Level |
|----------------------------------|-----------------------|--------------------|---------------------|-------------------------|--------------------------------------|
| All Students | 108 | 108 | 100 | 0 | 64% |
| Female | 59 | 59 | 100% | 0 | 68% |
| Male | 49 | 49 | 100% | 0 | 55% |
| American Indian or Alaska Native | 3 | 3 | 100% | 0 | 67% |
| Asian | 4 | 4 | 100% | 0 | 25% |

| | | | | | |
|--|-----|----|------|----|------|
| Black or African American | 4 | 4 | 100% | 0 | 100% |
| Filipino | 1 | 1 | 100% | 0 | 0 |
| Hispanic or Latino | 61% | 61 | 100% | 0 | 56% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 8 | 8 | 100% | 0 | 50% |
| White | 79 | 79 | 100% | 0 | 67% |
| English Learners | 14 | 14 | 100% | 9 | 14% |
| Foster Youth | 2 | 2 | 100% | 0% | 50% |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 1 | 1 | 100% | 0 | 100% |
| Socioeconomically Disadvantaged | 26 | 26 | 100% | 0 | 31% |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 10 | 10 | 100% | 0 | 20% |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| STAR Student Groups | STAR Total Enrollment | STAR Number Tested | STAR Percent Tested | STAR Percent Not Tested | STAR Percent At or Above Grade Level |
|--|------------------------------|---------------------------|----------------------------|--------------------------------|---|
| All Students | 108 | 108 | 100% | 0% | 59% |
| Female | 59 | 59 | 100% | 0 | 49% |
| Male | 49 | 49 | 100% | 0 | 57% |
| American Indian or Alaska Native | 3 | 3 | 100% | 0 | 100% |
| Asian | 4 | 4 | 100% | 0 | 75% |
| Black or African American | 4 | 4 | 100% | 0 | 50% |
| Filipino | 1 | 1 | 100% | 0 | 0 |
| Hispanic or Latino | 61 | 61 | 100% | 0 | 69% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 8 | 8 | 100% | 0 | 88% |
| White | 79 | 79 | 100% | 0 | 59% |
| English Learners | 14 | 14 | 100% | 0 | 14% |
| Foster Youth | 2 | 2 | 100% | 0 | 100% |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 1 | 1 | 100% | 0 | 100% |
| Socioeconomically Disadvantaged | 26 | 26 | 100% | 0 | 35% |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|-----------------------------------|----|----|------|---|-----|
| Students with Disabilities | 10 | 10 | 100% | 0 | 10% |
|-----------------------------------|----|----|------|---|-----|

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | NT | N/A | 28.72 |

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 29 | NT | NT | NT | NT |
| Female | 16 | NT | NT | NT | NT |
| Male | 13 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 19 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 22 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | NT | NT | NT | NT |

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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.

2021-22 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 from home - currently parents are not able to come on to campus due to the pandemic. Strong parent participation is a vital component of our school culture and our students' continuing success. Our Parent Liaison 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, Dia 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. During the pandemic, SciTech has had to think outside the box and reimagine them as virtual evenings where families can congregate via zoom. These events are carefully planned to ensure the spirit of the evening is maintained. Teachers and staff make sure all students have access to a chromebook and hotspot if needed so that every family has access to the virtual event. These events have been quite successful, some having more than 100 families in attendance.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 232 | 228 | 8 | 3.5 |
| Female | 113 | 112 | 4 | 3.6 |
| Male | 119 | 116 | 4 | 3.4 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 4 | 4 | 0 | 0.0 |
| Black or African American | 7 | 7 | 0 | 0.0 |
| Filipino | 1 | 1 | 0 | 0.0 |
| Hispanic or Latino | 125 | 124 | 8 | 6.5 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 9 | 9 | 0 | 0.0 |
| White | 86 | 83 | 0 | 0.0 |
| English Learners | 30 | 30 | 1 | 3.3 |
| Foster Youth | 4 | 4 | 0 | 0.0 |
| Homeless | 1 | 1 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 119 | 117 | 7 | 6.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 41 | 40 | 4 | 10.0 |

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 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 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.39 | 0.00 | 5.67 | 0.21 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.02 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2021-22 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 positive school culture is fostered through class meetings, active problem solving, and respectful relationships between students, staff, and parents. The safety plan was last reviewed with the SSC September 2021.

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 annual 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 2021.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 | 21 | 1 | 2 | |
| 1 | 22 | | 1 | |
| 2 | 25 | | 1 | |
| 3 | 25 | | 1 | |
| 4 | 28 | | 1 | |
| 5 | 28 | | 1 | |
| 6 | 29 | | 2 | |

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 | | |

2020-21 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 | |

2020-21 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) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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 | \$10,982 | \$2,151 | \$8,830 | \$74,632 |
| District | N/A | N/A | \$6,557 | \$71,603 |
| Percent Difference - School Site and District | N/A | N/A | 29.5 | 4.1 |
| State | | | \$8,444 | \$81,044 |
| Percent Difference - School Site and State | N/A | N/A | 4.5 | -8.2 |

Types of Services Funded

Woodland Joint Unified School District spent an average of \$8,243 to educate each student (based on 2019-20 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2019-2020 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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 | \$46,688 | \$51,029 |
| Mid-Range Teacher Salary | \$66,481 | \$78,583 |
| Highest Teacher Salary | \$95,210 | \$99,506 |
| Average Principal Salary (Elementary) | \$108,295 | \$124,576 |
| Average Principal Salary (Middle) | \$113,546 | \$131,395 |
| Average Principal Salary (High) | \$125,256 | \$144,697 |
| Superintendent Salary | \$224,180 | \$240,194 |
| Percent of Budget for Teacher Salaries | 33% | 34% |
| 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. 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 with the Acosta Group, Preschool-12
 English Learner Roadmap, TK-12
 Social Emotional Learning TK-12

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 0 | 0 | 0 |