

Science & Technology Academy at Knights Landing

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.

2023-24 School Contact Information

These fields should be reviewed and updated by the LEA/School.

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

2023-24 District Contact Information

These fields should be reviewed and updated by the LEA/School.

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	www.wjUSD.org

2023-24 School Description and Mission Statement

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.

2023-24 School Description and Mission Statement

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 9,288 students in the 2022-23 school year.

Science & Technology Academy at Knights Landing operates on a traditional calendar. The school opened in 2010-11. For the 2022-23 school year, the school had 207 students enrolled in grades transitional kindergarten through sixth.

About this School

2022-23 Student Enrollment by Grade Level

These fields will be populated by DTS with data provided by CDE as it becomes available.

Grade Level	Number of Students
Kindergarten	34
Grade 1	30
Grade 2	25
Grade 3	32
Grade 4	24
Grade 5	38
Grade 6	29
Total Enrollment	212

2022-23 Student Enrollment by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Percent of Total Enrollment
Female	46.7%
Male	53.3%
Asian	3.3%
Black or African American	0.5%
Filipino	0.9%
Hispanic or Latino	59%
Two or More Races	3.8%
White	31.6%
English Learners	12.7%
Migrant	0.9%
Socioeconomically Disadvantaged	63.7%
Students with Disabilities	17.5%

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

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

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

2020-21 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	0
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

Note:

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science).

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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

Woodland Joint Unified School District held a Public Hearing on September 14, 2023 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 2023, regarding textbooks in use during the 2023-2024 school year.

Year and month in which the data were collected

August 2023

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	Adopted 2023: TCI Social Studies Alive! for grades K - 6 McGraw-Hill IMPACT for grade 7, 8, and 10 McGraw-Hill Principles of Economics and Principles of American Democracy for grade 12 McGraw-Hill Understanding Psychology McGraw-Hill Sociology: A Brief Introduction	Yes	
Health	Health Connected: Puberty Talks Adopted 2020	Yes	0.0%

School Facility Conditions and Planned Improvements

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

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 15, 2023.

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

11/15/2023 - 11/15/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Family Center: light flickers, check ballast and replace as needed #1289 Library: square light bulb replacement #1291
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Family Center: aerated need on all faucets #1290 17: water fountain needs to be hooked up #1382 12: replace aerater on water faucet in cafeteria #1383
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

These fields should be reviewed and updated by the LEA/School. Please make sure they match your most recent facilities inspection ratings.

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table will be populated with data by DTS when it is released by CDE.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	46	48	37	38	47	46
Mathematics (grades 3-8 and 11)	39	42	24	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	125	125	100.00	0.00	48.00
Female	61	61	100.00	0.00	59.02
Male	64	64	100.00	0.00	37.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	67	67	100.00	0.00	32.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	47	47	100.00	0.00	68.09
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	12	12	100.00	0.00	25.00
Socioeconomically Disadvantaged	73	73	100.00	0.00	35.62
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	23	100.00	0.00	17.39

2022-23 CAASPP Test Results in Math by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	125	124	99.20	0.80	41.94
Female	61	61	100.00	0.00	39.34
Male	64	63	98.44	1.56	44.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	67	67	100.00	0.00	25.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	47	46	97.87	2.13	63.04
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	12	12	100.00	0.00	25.00
Socioeconomically Disadvantaged	73	73	100.00	0.00	28.77
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	23	100.00	0.00	8.70

CAASPP Test Results in Science for All Students

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	40.74	48.72	19.88	19.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	39	39	100.00	0.00	48.72
Female	20	20	100.00	0.00	45.00
Male	19	19	100.00	0.00	52.63
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	0	0	0	0	0
Hispanic or Latino	26	26	100.00	0.00	34.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.00	0.00	32.00
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.

2022-23 California Physical Fitness Test Results

This field should be reviewed and updated by the LEA/School.

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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
Grade 5	97.40%	87.20%	94.90%	94.90%	94.90%

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.

2023-24 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 schoolwide 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 relationships with parents and guardians. Shortly after the beginning of each school year, 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. Spending time sharing this plan with parents helps teachers build a strong partnership with families and is the key to providing students with a strong foundation for learning. We use PLPs throughout the year to monitor student progress and keep students on track for success. In addition, teachers 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.

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 families and foster whole-family engagement. With the pandemic behind us, we have been able to resume our family evening events. Our Kermes Festival in April of 2023 was well attended with more than 300 people and many volunteers including parents, grandparents, community members and former SciTech students.

In addition to parental involvement, SciTech provides opportunities for our students to be involved in meaningful ways. Through the Youth Advisory Committee our 4th, 5th and 6th graders contribute in the following ways: they help with weekly student

2023-24 Opportunities for Parental Involvement

recognition, host lunchtime craft activities during the Great Kindness Challenge, plan and advertise school spirit weeks, design our yearly anti-bullying campaign including skits written by the students to educate peers, and lead the yearlong beautification of our campus.

2022-23 Chronic Absenteeism by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	222	222	56	25.2
Female	103	103	26	25.2
Male	119	119	30	25.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	7	7	2	28.6
Black or African American	2	2	1	50.0
Filipino	2	2	1	50.0
Hispanic or Latino	128	128	31	24.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	1	12.5
White	73	73	20	27.4
English Learners	27	27	5	18.5
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	138	138	38	27.5
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	48	48	14	29.2

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.88	0.45	0.21	5.89	6.50	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.45	0
Female	0	0
Male	0.84	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.37	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Student safety 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

2023-24 School Safety Plan

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 give feedback with regard to the changes 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 2023.

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 2023.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

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		

2022-23 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2022-23 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	11	3	0	0
1	15	1	1	0
2	9	3	0	0
3	16	2	0	0
4	24	0	1	0
5	19	2	0	0
6	29	0	1	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This field will be populated by DTS with data provided by CDE as it becomes available.

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	424

2022-23 Student Support Services Staff

These fields will be populated by DTS with data provided by CDE as it becomes available.

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available:

- District Average Teacher Salary
- State Expenditures Per Pupil (Unrestricted)
- State Average Teacher Salary
- Percent Difference - School Site and District
- Percent Difference - School Site and State

The fields listed below should be reviewed and updated by the LEA/School:

- School Total Expenditures Per Pupil (School)
- School Expenditures Per Pupil (Restricted)
- School Expenditures Per Pupil (Unrestricted)
- School Average Teacher Salary (School)
- District Expenditures Per Pupil (Unrestricted)

Note:

The most recent data available from CDE is for fiscal year 2021-22. For comparison purposes, data for the same fiscal year is requested from the school.

This table displays the 2021-22 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	\$13,907	\$2,979	\$10,947	\$79,335
District	N/A	N/A	\$6,454	\$74,070
Percent Difference - School Site and District	N/A	N/A	51.6	8.2
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	33.3	-4.6

Fiscal Year 2022-23 Types of Services Funded

Woodland Joint Unified School District spent an average of \$6,545 to educate each student (based on 2021-22 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2021-2022 school year, the District received State and federal funding for the following categorical, special education, and support programs: Expanded Learning Opportunity Grant 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, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

Fiscal Year 2021-22 Teacher and Administrative Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 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	\$48,218	\$54,190
Mid-Range Teacher Salary	\$68,659	\$85,111
Highest Teacher Salary	\$98,329	\$104,999
Average Principal Salary (Elementary)	\$111,843	\$132,492
Average Principal Salary (Middle)	\$117,266	\$140,987
Average Principal Salary (High)	\$129,360	\$153,884
Superintendent Salary	\$260,000	\$255,503
Percent of Budget for Teacher Salaries	32.28%	32.09%
Percent of Budget for Administrative Salaries	4.96%	5.25%

Professional Development

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

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
 Differentiation

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0