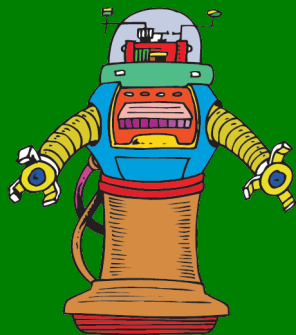# Science & Technology Academy

at Knights Landing

9544 Mill St. Woodland, CA 95695
(530) 735-6424

Grades Kindergarten Through Six
Barbara Herms, Principal

2010-2011 School Accountability Report Card

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 development of strong community partnerships that connect Sci-Tech's students to high school and college students, and adults throughout the community.

School Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 50,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six preschools, ten elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served a total of 10,403 students in the 2010-2011 school year.

Science & Technology Academy at Knights Landing operates on a traditional calendar. The school opened in 2010-11. For the 2010-11 school year, the school had 98 students enrolled in grades kindergarten through six. Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American/Black	1.0%
American Indian	-
Asian	2.0%
Filipino	1.0%
Hispanic or Latino	48.0%
Pacific Islander	-
White	48.0%
Two or More	-
None Reported	-

Suspensions & Expulsions

The Suspensions and Expulsions table below illustrates total cases for the school and district for all grade levels. Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	0	0	0	0	2718	1088
Suspension Rate	0.0%	0.0%	0.0%	0.0%	25.9%	10.5%
Expulsions	0	0	0	0	43	60
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.4%	0.6%

Community & Parent 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 governing committee that parents sit on, and parent volunteers in the classroom. The school also benefits from a partnership with Woodland High School in which their students come to the school to help with tutoring.

Contact Information

Parents who wish to participate in the school's leadership teams, school committees, or become a volunteer may contact the school office at (530) 735-6435. The district's website (www.wjusd.org) provides a variety of resources for parents, students and community members.

Class Size

The following chart shows average class size by grade level, as well as the number of classes offered in reference to their enrollment. *The school opened in 2010-11 and therefore only shows data for that year.*

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
K	-	-	19	-	-	1	-	-	-	-	-	-
1	-	-	7	-	-	2	-	-	-	-	-	-
2	-	-	11	-	-	1	-	-	-	-	-	-
3	-	-	7	-	-	2	-	-	-	-	-	-
4	-	-	12	-	-	1	-	-	-	-	-	-
5	-	-	16	-	-	1	-	-	-	-	-	-
6	-	-	12	-	-	1	-	-	-	-	-	-

Curriculum Development

All curriculum development at Science & Technology Academy revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Additionally, the district continually improves and expands its curriculum by implementing new programs and broadening the instructional strategies used in the classroom.

Educational programs at the school address the basic issues of how children think and learn. Curriculum content is grounded in realistic expectations of students' capabilities according to their age and abilities.

Students have a safe and enriched environment (in both language and materials) that promotes new ways of thinking and makes connections with their real world, in context. The school promotes meaningful learning that is centered on questioning, thinking, content and is process-oriented.

School Enrollment & Attendance

Regular attendance at Science & Technology Academy is a necessary part of the learning process and is critical to academic success. School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. More importantly, attendance is critical to academic achievement. The following chart illustrates enrollment at Science & Technology Academy. *The school opened in 2010-11 and therefore only shows data for that year.*

Enrollment Trend by Grade Level	
	2010-11
K	19
1st	15
2nd	10
3rd	14
4th	12
5th	16
6th	12

Attendance, tardy and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent.

The office staff makes daily phone calls home to notify parents, personally, when a student is absent and to inform them of legal issues. When students have persistent attendance problems, the truancy officer makes home visits. In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB). The SARB is used if students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

Library Information

The school's library provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. The library also includes 250 E-Books. Students visit the library with their classes and are encouraged to visit before and after school.

Computer Resources

All kingergarten through second grade classrooms have eight desktops for student use. In upper grade classrooms, each student has a laptop for their use. The campus has wireless internet which is accessible in every classroom. All classrooms also have a document camera, E-Beam Board, and LCD projector. There is a cart of 20 iPods for the school and a telecommunication system in which students can attend a virtual field trip. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in the following programs: Accelerated Reader and Math, STAR Math, and iStation for Language Arts.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Woodland public library, which contains numerous computer workstations.

Textbooks & Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 22, 2011 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. 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. ***As a charter school, Sci-Tech is not required to use district adopted textbooks and materials, nor are they bound by the Williams Settlement. For a list of textbooks for the school please contact the school office.***

Counseling & Support Staff

The staff at Science & Technology Academy assist students in their social and personal development as well as academics. The district provides special attention to students who experience difficulty achieving, coping with personal and family problems, decision making, or handling peer pressure. When students require additional assistance, the following support staff are available.

Students identified as English Language Learners (ELL) receive instruction based on language levels as identified by CELDT scores. English Language Development (ELD) is offered to all english learners and is instructionally leveled.

At Sci-Tech KL, students with identified disabilities are provided schooling within the same innovative Sci-Tech KL model offered to students without disabilities. This inclusive program allows students with disabilities to have meaningful access to the core curriculum and be exposed to high expectations for their participation and performance.

A Family Resource Center is also located on campus for those in need.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Nurse	1	0.1
Psychologist	1	0.1
Resource Specialist Program (RSP) Teacher	1	0.3
Speech & Language Therapist	1	As Needed

Teacher Assignment

Woodland Unified School District recruits and employs the most qualified credentialed teachers.The chart illustrates the number of fully credentialed teachers for the 10-11 school year.

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	-	-	4	497
Without Full Credentials	-	-	0	8
Working Outside Subject	-	-	0	11

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2010-11 school year, the most current data are reported.

Misassignments/Vacancies			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	-	0	0
Misassignments of Teachers (other)	-	0	0
Total Misassignments of Teachers	-	0	**0**
Vacant Teacher Positions	-	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Staff Development

The 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 which 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 district offered 115 staff development days in 2008-09, 100 days in 2009-10, and 81 days in 2010-11.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	87.7%	12.3%
High-Poverty Schools in District	95.5%	4.5%
Low-Poverty Schools in District	-	-

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

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

California Standards Test (CST)									
Subject	**School**			**District**			**State**		
	2009	**2010**	**2011**	**2009**	**2010**	**2011**	**2009**	**2010**	**2011**
English/Language Arts	-	-	49	42	46	47	50	52	54
Mathematics	-	-	62	39	37	38	46	48	50
Science	-	-	53	45	48	51	50	53	56
History/Social Science	-	-	*	33	34	35	41	44	48

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	**English/ Language Arts**	**Mathematics**	**Science**	**History/ Social Science**
District	47	38	51	35
School	49	62	53	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	29	46	*	*
Pacific Islander	*	*	*	*
White	71	81	*	*
Males	53	74	*	*
Females	45	48	*	*
Socioeconomically Disadvantaged	28	63	*	*
English Learners	7	47	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	**District**
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2007-2008
Year in PI (2011-12)	-	Year 3
# of Schools Currently in PI	-	7
% of Schools Identified for PI	-	36.84%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API School Results			
	2008	**2009**	**2010**
Statewide	-	-	-
Similar Schools	-	-	-
Group	**08-09**	**09-10**	**10-11**
All Students at the School			
Actual API Change	-	-	B

The first table displays the school's API ranks and actual API point changes by student group for the past three years. **"B" means that the school did not have a valid 2010 Base API and will not have any growth or target information. This is due to the school opening in 2010-11.**

The second table displays, by student group, the 2011 Growth API at the school, district, and state level.

Growth API					
	School		**District**		**State**	
	Number of Students	**Growth Score**	**Number of Students**	**Growth Score**	**Number of Students**	**Growth Score**
All Students at the School	62	812	7,636	745	4,683,676	778
Hispanic or Latino	33	748	4,830	710	2,406,749	729
White	27	878	2,125	814	1,258,831	845
Socioeconomically Disadvantaged	30	753	4,874	700	2,731,843	726
English Learners	15	692	3,100	677	1,521,844	707

No Child Left Behind (NCLB)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). NCLB mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and

English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		**District**	
Made AYP Overall	No		No	
Met AYP Criteria	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

Physical Fitness

In the spring of each year, Science & Technology Academy is required by the state to administer a physical fitness test to all students in grade five. Results of student performance are compared to other students statewide who took the test. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). **Physical Fitness scores for 2010-11 were not available for this school.**

School Facilities

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, two portable classrooms, one library, one staff room, and three playground. Facility information is current as of October 2011.

School Facility Conditions				
Date of Last Inspection: 09/27/2011				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			CR 16 - Room is too warm. Boys RR - Fan not working.
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		CR 14 - Lamps/ballast out. Boys RR - Lamps/ballast out. CR 7 - Lamps/ballast out.
Restrooms/Fountains	X			CR 10 - Fountain needs to be adjusted.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			CR 12 - Door closes too quickly.

Safety

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 spring by the School Site Council, which consists of administrators and teachers. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness.

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 2011.

Cleaning Process

The principal works daily with a custodial staff of one to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

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.

Data Sources

Data within the SARC was provided by Woodland School District, retrieved from the 2010-11 SARC template, located on Dataquest (http://data1.cde.ca.gov/dataquest), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2009-10		
	District	State
Beginning Teachers	$40,137	$41,284
Mid-Range Teachers	$61,712	$65,173
Highest Teachers	$76,742	$83,460
Elementary School Principals	$96,275	$102,834
Middle School Principals	$102,599	$108,953
High School Principals	$104,728	$118,384
Superintendent	$180,216	$179,397
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.4%	40.8%
Administrative Salaries	6.3%	6.0%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2009-10 financial statements). *Financial data is reported for 2009-10, therefore this school does not have data to report.*

Average Teacher Salaries	
School & District	
School	-
District	$60,539
Percentage of Variation	
School & State	
All Unified School Districts	$66,511
Percentage of Variation	

District Expenditures

Woodland Joint Unified School District spent an average of $7,646 to educate each student (based on 2009-10 audited financial statements). The chart provides a comparison of a school's per-pupil funding from unrestricted sources with other schools in the District and throughout the State. *Financial data is reported for 2009-10, therefore this school does not have data to report.*

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2010-11 school year, the District received State and federal funding for the following categorical, special education, and support programs:

- Federal ECIA/ESEA/IASA
- Staff Development
- Instructional Materials
- Class Size Reduction (K-3)
- Economic Impact Aid (EIA)
- Healthy Start
- Home-to-School Transportation
- Gifted & Talented Pupils
- Peer Assistance & Review (PAR)
- Tenth Grade Counseling
- Special Education Transportation
- School Improvement Program (SIP)
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal Drug/Alcohol/Tobacco Funds
- Federal, Vocational and Applied Technology Education Act

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	-
From Restricted Sources	-
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	$5,455
Percentage of Variation between School & State	-