

Science & Technology Academy at Knights Landing

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Science & Technology Academy at Knights Landing
Street	9544 Mill St.
City, State, Zip	Knights Landing, CA 95645
Phone Number	(530) 735-6435
Principal	Maria Martinez
Email Address	maria.martinez@wjusd.org
School Website	https://sci-tech.wjUSD.org/
Grade Span	K-6
County-District-School (CDS) Code	57727100121749

2025-26 District Contact Information

District Name	Woodland Joint Unified School District
Phone Number	(530) 662-0201
Superintendent	Elodia Ortega-Lampkin
Email Address	elodia.lampkin@wjusd.org
District Website	www.wjUSD.org

2025-26 School Description and Mission Statement

The Science & Technology Academy at Knights Landing is unique for its strong focus on science, mathematics, and technology, which serve as the foundation for an engaging and hands-on learning experience. The mission of the Science and Technology Academy at Knights Landing is to inspire learning, curiosity, and problem-solving with a focus on science and technology.

Our Vision is to be a model in elementary education through the innovative use of science, mathematics, and technology as the foundation for a rigorous and exciting multidisciplinary learning experience for all students. We will become a model through innovative pedagogy, active learning, relevance in lessons, and connections/relationships with students and families.

Sci-Tech utilizes:

- *Rigorous, essential, academic standards-based instruction
- *Ongoing monitoring of student progress through assessments and feedback
- *Evidence of student learning to inform and improve instructional practices
- *Supports to help all students achieve high levels of learning
- *Behavioral supports to enable students to become successful in all settings
- *Collaboration with all stakeholders to support the whole student

Progress toward these goals is monitored through multiple indicators, including academic assessment results, classroom-based progress checks, Personalized Learning Plans (PLPs), attendance and behavioral data, and student and family surveys. Surveys and focus groups are conducted at the beginning and end of the school year to assess school climate and student engagement. Data is reviewed continuously, with formal evaluations during Parent Teacher Organization (PTO), School Site Council (SSC), English Language Advisory Council (ELAC), and Governance Committee meetings, as well as during staff discussions in the fall and spring.

At Sci-Tech KL, we strive to provide an environment where students are encouraged to take risks, explore new ideas, and develop strong academic and social-emotional skills. By integrating science, technology, and inquiry-based learning into all aspects of instruction and by fostering meaningful relationships with students, families, and the community, we prepare our students for success in the 21st century. Our “hands-on – minds-on” approach ensures that learning is engaging, relevant, and

2025-26 School Description and Mission Statement

designed to nurture curiosity, problem-solving, and lifelong learning.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	36
Grade 1	26
Grade 2	30
Grade 3	39
Grade 4	29
Grade 5	36
Grade 6	29
Total Enrollment	225

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9
Male	55.1
Asian	2.2
Black or African American	2.2
Hispanic or Latino	60
Two or More Races	5.8
White	28.9
English Learners	7.1
Foster Youth	1.8
Homeless	0.4
Socioeconomically Disadvantaged	66.2
Students with Disabilities	24.4

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.3	87.5	431.6	88.36	234405.2	84
Intern Credential Holders Properly Assigned	1.1	8.56	15.6	3.21	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	14.8	3.05	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.2	1.68	11953.1	4.28
Unknown/Incomplete/NA	0.5	3.86	18	3.7	15831.9	5.67
Total Teaching Positions	12.9	100	488.5	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11	91.73	415.2	86.94	231142.4	83.24
Intern Credential Holders Properly Assigned	1	8.27	13.5	2.84	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	23.2	4.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	11.8	2.49	11746.9	4.23
Unknown/Incomplete/NA	0	0	13.6	2.86	14303.8	5.15
Total Teaching Positions	12	100	477.6	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.6	92.12	417.7	86	230039.4	100
Intern Credential Holders Properly Assigned	1	7.88	15.8	3.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	28	5.77	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.3	2.96	12112.8	4.34
Unknown/Incomplete/NA	0	0	9.7	2.01	13705.8	4.91
Total Teaching Positions	12.6	100	485.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 25, 2025 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 2025, regarding textbooks in use during the 2025-2026 school year.

Year and month in which the data were collected	August 2025
--	-------------

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	From Sounds to Spell Phonics Program (not a textbook, Adopted 2022) Mystery Writing Novel Studies	0.0%
Mathematics	Eureka Squared - Adopted 2024	0.0%
Science	Mystery Science National Geographic Learning - Adopted 2017	0.0%
Health	Health Connected: Puberty Talks Adopted 2020	0.0%

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

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 7, 2025.

Cleaning Process

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

School Facility Conditions and Planned Improvements

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

09/24/2025 - 11/07/2025

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	Family Center: Holes appear in the flooring-exam room 2. #11364 P7: Ceiling tiles have holes or stains-ceiling tiles stained. #11393 P10: Ceiling tiles have holes or stains. Water pressure is in adequate-outside on playground. #11378 P6: Shelves over 4' not secured to wall. #11700 P8: Ceiling tiles have holes or stains-ceiling tiles stained. #11391 P9: Ceiling tiles have holes or stains-cleaning tiles stained. #11392 Rm 2: Holes appear in the flooring-based board falling off. #11367 101: Ceiling tiles have holes or stains-active leak. Drinking fountains are inaccessible-does not work. #11373, 11372 Rm 12: Shelves over 4' are not secured to the wall. #11368 Rm 14: Carpet is torn-down center of the room. #11371 Rm 15: Ceiling tiles have holes or stains-ceiling tiles stained. #11389 Staff Room: Ceiling tiles have holes or stains. Lighting is flickering. #11375, 11374
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Kiln room: Daily trash has not been taken out. Handled on site. Library: Most fixtures are dirty #6574 Fewer than five percent of the bulbs have burned out. #11390 Rm 3: A lot of clutter in back storage. Handled on site. Rm 16: Shelves over 4' are not secured to the wall. #11370 Rm 5: There are holes in the walls, floors, or ceilings-exterior awning on the back of the building. Electrical systems, components, and/or equipment appear NOT to be working properly-electrical panel covered. #11394
Electrical	X			Boys Restroom: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured and secured from pupil access-electrical boxes on ceiling are not covered. Restrooms are NOT stocked with menstrual products in compliance with AB 367. #11376 Rm 5: There are holes in the walls, floors, or ceilings-exterior awning on the back of the building. Electrical

School Facility Conditions and Planned Improvements

			systems, components, and/or equipment appear NOT to be working properly-electrical panel covered. #11394 Staff Room: Ceiling tiles have holes or stains. Lighting is flickering. #11375, 11374
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Boys Restroom: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-electrical boxes on ceiling are not covered. Restrooms are NOT stocked with menstrual products in compliance with AB 367. #11376 Girls Restroom: Restrooms are NOT stocked with menstrual products in compliance with AB 367-notice not posted. Water pressure is inadequate-drinking fountains close to restrooms. #11377 P10: Ceiling tiles have holes or stains. Water pressure is inadequate-outside on playground. #11378 Rm 101: Ceiling tiles have holes or stains-active leak. Drinking fountains are inaccessible-does not work. #11373, 11372 Rm 11: Needs new aerator #6577
Safety: Fire Safety, Hazardous Materials	X		Rm 1: Paint is peeling, chipping, or cracking-above front entry door. #11395
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		P6: The door needs the latch adjusted to make the door shut all the way #6575

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).

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 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	48	43	39	39	47	48
Mathematics (grades 3-8 and 11)	38	45	25	26	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	135	134	99.26	0.74	43.28
Female	55	54	98.18	1.82	51.85
Male	80	80	100.00	0.00	37.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	76	76	100.00	0.00	30.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	45	44	97.78	2.22	65.91
English Learners	12	12	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	35.29
Socioeconomically Disadvantaged	89	88	98.88	1.12	32.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	41	97.62	2.38	29.27

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	135	134	99.26	0.74	44.78
Female	55	54	98.18	1.82	48.15
Male	80	80	100.00	0.00	42.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	76	76	100.00	0.00	26.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	45	44	97.78	2.22	72.73
English Learners	12	12	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	41.18
Socioeconomically Disadvantaged	89	88	98.88	1.12	31.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	41	97.62	2.38	21.95

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.

Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	41.38	40.54	19.03	22.64	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	37	37	100.00	0.00	40.54
Female	17	17	100.00	0.00	35.29
Male	20	20	100.00	0.00	45.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	21	21	100.00	0.00	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	81.82
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	36.36

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	94.6%	100%	100%	100%	100%

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.

2025-26 Opportunities for Parental Involvement

The Science & Technology Academy at Knights Landing provides multiple opportunities for parents and guardians to volunteer and participate in site-based decision-making. These opportunities include the Parent Teacher Organization (PTO), School Site Council (SSC), English Language Advisory Council (ELAC), and a parent-represented Governance Committee, as well as classroom and schoolwide event volunteer roles. Strong parent participation remains an essential component of the school's culture and contributes to positive student outcomes. The school's CAFE Specialist offers additional outreach to encourage family engagement across all areas of the school program.

In addition to governance and volunteer roles, Sci-Tech offers opportunities aimed specifically at supporting parent learning and strengthening services for unduplicated students. These include CREO (Creando Recursos y Enlaces para Oportunidades) parent workshops, participation in CAFE, and multiple school-hosted educational events. Reading Night engaged 18 parents, and additional informational sessions, such as the 6th Grade Junior High Transition Night and the UC Davis Early Academic Outreach Program (EAOP) Night, provided families with guidance on academic pathways. The school also held Explorit Science Night to promote family engagement in science learning. A parent survey was administered to gather more comprehensive feedback on stakeholder needs and inform future planning. The school continues to build and strengthen partnerships with local organizations to increase student connection to the broader community.

Teachers and staff prioritize building and maintaining collaborative relationships with parents and guardians throughout the year. Early in the school year, each teacher meets with families to review the student's Personalized Learning Plan (PLP). PLPs serve as a structured guide for a student's academic, social, and emotional development. These meetings help establish a strong partnership between home and school. PLPs are used throughout the year to monitor progress and ensure students remain on track for success. Teachers also maintain regular communication with families through Seesaw and weekly newsletters. Additionally, the principal provides a weekly Sunday evening message to update families on important dates and upcoming events.

Sci-Tech plans to continue offering a robust set of family engagement events during the 2025–26 academic year. The school has scheduled a variety of activities designed to strengthen school–family partnerships, promote academic engagement, and support community-building. Planned events include: Campus Beautification Day, Ice Cream Social, Back to School Night, Reading Night, Día de los Muertos/Harvest Festival, Progressive Dinner and Art Show, Pi Night/Math Night, Kermes Festival, Open House, Theater Performance, and Science Fair. These events provide multiple entry points for families to participate in their children's learning, engage with staff, and build relationships within the school community.

Student involvement is also an important component of Sci-Tech's educational program. Through the Youth Advisory Committee, students in grades 4–6 contribute to schoolwide initiatives such as weekly student recognition, lunchtime craft activities during the Great Kindness Challenge, planning and promoting school spirit weeks, and developing the annual anti-bullying campaign, which includes student-created educational skits. Students also participate in ongoing campus beautification projects. The Sci-Tech News team, composed of volunteers in grades 4–6, provides additional opportunities for student voice through weekly video updates that include school climate surveys, interviews, and other student-produced content.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	235	232	42	18.1
Female	105	104	20	19.2
Male	130	128	22	17.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	142	140	29	20.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	14	0	0.0
White	66	65	9	13.8
English Learners	21	20	3	15.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	158	156	39	25.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	66	66	8	12.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.45	1.3	0.43	6.5	5.87	6.43	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0.05	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.43	0.00
Female	0.00	0.00
Male	0.77	0.00
Non-Binary	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	1.52	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.63	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.52	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Student safety remains a top priority at the Science & Technology Academy at Knights Landing. Students are supervised throughout the school day by teachers and noon-duty supervisors, and the campus maintains a designated area for student drop-off and pick-up to ensure safe, orderly transitions. All visitors are required to check in at the front office, obtain a visitor badge, and return the badge upon checkout, in accordance with school safety protocols.

The school's Comprehensive Site Safety Plan is reviewed and revised each fall by the School Site Council, which includes administrators, parents, students, and school staff. The plan addresses key components, including student safety, school climate, emergency preparedness, and anti-bullying measures. Student input is a significant part of this process. At the beginning of each school year, students complete a survey to help the school better understand their needs and priorities. The principal also conducts focus groups with students in grades 4–6 to review survey results, and recommendations are incorporated into both the Safety Plan and the Local Control and Accountability Plan (LCAP). A follow-up survey is administered each spring to gather feedback on implemented changes.

A positive school climate is further supported through class meetings, structured problem-solving, and fostering respectful relationships among students, staff, and families. The Youth Advisory Council plays an active leadership role in promoting student voice, belonging, and campus safety. Based on student feedback, the school has implemented several initiatives, including campus beautification projects, spirit weeks, anti-bullying assemblies, anonymous reporting boxes in each classroom, and schoolwide food drives.

The school is in full compliance with all applicable laws and regulations related to hazardous materials and state earthquake safety standards. Emergency preparedness procedures are reinforced through regular drills conducted throughout the year, including monthly fire evacuations and scheduled disaster and intruder drills. The school's Disaster Preparedness Plan outlines clear procedures for responding to emergencies and includes emergency supplies. The Site Safety Plan was reviewed, discussed, and updated in October and was last reviewed with staff in August.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	0	1	0
1	15	1	1	0
2	18	1	1	0
3	12	1	1	0
4	18	1	1	0
5	15	2	0	0
6	20	1	1	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	1	1	
1	26		1	
2	15	1	1	
3	20	1	1	
4	10	2	1	
5	18	2		
6	15	1	1	

2024-25 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	448

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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	0.7
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$15,677	\$3,971	\$11,706	\$128,758
District	N/A	N/A	\$6,650	\$105,580
Percent Difference - School Site and District	N/A	N/A	55.1	19.8
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	4.9	25.1

Fiscal Year 2024-25 Types of Services Funded

The Science and Technology Academy receives State and Federal categorical funding for special programs. For the 2023-2024 school year, Sci-Tech received State and federal funding for the following categorical, special education, and support programs: Expanded Learning Opportunity Program, Lottery, and Title 1 .

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,155	\$62,145
Mid-Range Teacher Salary	\$75,690	\$97,088
Highest Teacher Salary	\$108,398	\$120,436
Average Principal Salary (Elementary)	\$123,297	\$151,343
Average Principal Salary (Middle)	\$129,274	\$159,514
Average Principal Salary (High)	\$142,605	\$177,261
Superintendent Salary	\$286,624	\$294,805
Percent of Budget for Teacher Salaries	28.91%	29.95%
Percent of Budget for Administrative Salaries	4.96%	5.4%

Professional Development

We have established a robust professional learning community centered around Goal 1 of our LCAP, which emphasizes that all students should demonstrate achievement through high-quality instruction and learning opportunities. Together, we continue to harness a variety of professional development opportunities to ensure that we deliver exemplary instruction for all of our students, including:

- Professional Learning Communities (PLC)
- Mindset Mathematics by Jo Boaler
- Dyslexia Early Intervention: Practical Strategies for Intercepting and Correcting Reading (Bureau of Education and Research)
- STEM Certification (with nine out of eleven of our teachers certified)
- Quality Teaching for English Learners (QTEL) Strategies
- English Learner Roadmap Implementation for Systemic Excellence (EL RISE)
- Social/Emotional Practices
- Restorative Practices
- Positive Behavioral Interventions and Supports (PBIS)

Our Governance Committee remains committed to supporting our teachers by approving three summer planning days. These days are dedicated to developing thematic units, employing backward planning, analyzing data, and fostering collaboration within Professional Learning Teams (PLTs). These sessions are invaluable for reflecting on past successes and for planning research-based, data-driven instruction for the upcoming year.

This August, our Professional Days focused on our school-wide priorities. As a team, we engaged in the Stanford University YouCubed online training titled "Teaching Mathematics through Big Ideas and Connections," allowing us to examine how these fundamental concepts align with our math curriculum. Additionally, through the Bureau of Education and Research, we participated in the training "Dyslexia Early Intervention: Practical Strategies for Intercepting and Correcting Reading Difficulties." This training not only validated the practices we have implemented at our school to enhance literacy but also provided us with new strategies to explore.

During the Solution Tree PLC conference, attending teachers engaged in thoughtful, at times challenging, discussions that led to a deliberate revamp of our PBIS system.

As our educators reflect on the challenges encountered in classrooms and throughout the school, it is crucial to address the diverse range of student needs—not only by demographics, but also by neurodiversity and varying learning levels. To support these needs, our school has implemented several programs. One notable example is our Target Time initiative, which utilizes the "Sounds to Spelling" program for our primary grades. In the upper grades, students rotate among different classrooms to engage with novels that are appropriate for their grade level. Students will continue to explore new math concepts through a

Professional Development

similar model, moving to classrooms that correspond with their grade levels.

Our students recognize that ALL staff members are their teachers and mentors. While they may be assigned to a specific classroom, the broader Sci Tech Community supports them in various ways. We have adopted multi-grade classrooms to enhance learning experiences. To alleviate concerns about students receiving sufficient quality instruction in math and reading at their grade level, we enable movement among classrooms to better meet individual needs. Multi-grade classrooms and flexible grouping have allowed our school to address students' social-emotional and behavioral needs alongside their academic development. Placements in each classroom are made thoughtfully, with intentional conversations aimed at creating environments where students feel safe, and their needs are met—academically, socially-emotionally, and behaviorally.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	21	25	