



# Science & Technology Academy at Knights Landing

9544 Mill St. • Knights Landing, CA 95645 • (530) 735-6435 • Grades K-6

Maria Martinez, Principal  
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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Science and Technology Academy at Knights Landing

435 Sixth Street  
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#### District Governing Board

Jake Whitaker, President

Rogelio Villagrana, Vice President

Deborah Bautista Zavala, Clerk

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#### District Administration

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**Superintendent**

Elodia Ortega-Lampkin  
**Associate Superintendent  
Educational Services**

Lewis Wiley, Jr.  
**Associate Superintendent  
Business Services**

Leanee Medina Estrada  
**Assistant Superintendent  
Human Resource Services**

#### Principal's Message:

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

#### Mission Statement

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

#### Sci-Tech KL is Built on 4 Cornerstones:

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

#### Community and District Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 56,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served approximately 9,636 students in the 2019-20 school year.

Science & Technology Academy at Knights Landing operates on a traditional calendar. The school opened in 2010-11. For the 2019-2020 school year, the school had 238 students enrolled in grades transitional kindergarten through sixth.

## About the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	29
Grade 2	46
Grade 3	26
Grade 4	28
Grade 5	30
Grade 6	31
<b>Total Enrollment</b>	<b>238</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.4
Asian	0.8
Hispanic or Latino	50.8
White	42
Two or More Races	2.9
Socioeconomically Disadvantaged	46.2
English Learners	14.7
Students with Disabilities	15.1
Foster Youth	0.8

## 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

Teacher Credentials for Science & Technology	18-19	19-20	20-21
With Full Credential	11	10	10
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Science and	18-19	19-20	20-21
With Full Credential	♦	♦	404
Without Full Credential	♦	♦	15
Teaching Outside Subject Area of Competence	♦	♦	1

### Teacher Misassignments and Vacant Teacher Positions at Science & Technology Academy at Knights Landing

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	2

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Woodland Joint Unified School District held a Public Hearing on October 8, 2020 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 September 2020, regarding textbooks in use during the 2020-2021 school year.

#### Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	National Geographic Learning/Cengage Learning Exploring Science The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%
Health	Health Connected: Puberty Talks Adopted 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

#### School Facility Conditions and Planned Improvements (Most Recent Year)

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 September 22, 2020.

##### 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.

#### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 09/22/2020**

<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Room 12: 5: (D) Cluttered classroom or storerooms. Area in front of electrical panel needs to be clear of storage items, work order 42633.
<b>Electrical:</b> Electrical	Poor	Girls Restroom: 7: (D) lighting fixture or bulbs are not working or missing, work order 42631. Room 3: 7: (D) Improper usage of extension cords. Secure power cord for overhead projector to projector support with tie wraps, work order 42632. Room 14: 7: (D) Electrical outlet covers or light switch covers are damaged or missing. One ivory outlet cover is broken, work order 42634. Staff Room: 7: (D) Electrical outlet covers or light switch covers are damaged or missing. Electrical box where clock was needs a cover. 10: (D) Fire extinguisher is missing. Work order 42635.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Staff Room: 7: (D) Electrical outlet covers or light switch covers are damaged or missing. Electrical box where clock was needs a cover. 10: (D) Fire extinguisher is missing. Work order 42635.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	46	N/A	43	N/A	50	N/A
Math	33	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	30	N/A	23	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 for the school district and each school site

#### Opportunities for Parental Involvement

Science & Technology Academy at Knights Landing is proud of its many opportunities for parents to 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 parent volunteers in the classroom. 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.

Students, in particular, have been a vital resource during this time of Distance Learning. Students have had to adapt, learn, problem solve, and collaborate in ways previously not known to them. Often thinking on their feet, solving small (and large) technology issues, and helping each other - all while being responsible for grade level curriculum. Students are welcome on the School Site Council and several 6th grade students volunteer to assist with Sci Tech News, a weekly school news video that is distributed to all students every Monday morning. Additionally, a yearly survey is completed by students each Spring to make sure their feedback is included in the following year's planning.

In every stakeholder group: PTO, School Advisory Committee, Governance Committee, and ELAC, the LCAP (Local Control Accountability Plan) is discussed. The LCAP is also discussed among teachers and staff members. Each group is asked to read, review, and share their input on ways to revise the LCAP. The LCAP is available on the school's website and is seen as a living document. The collaborative nature of the Sci-Tech community ensures the school is focused squarely on meeting their goals and improving the academic experience for both students and families.

**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.

**School Safety Plan**

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

Science & Technology Academy at Knights Landing's Site Safety Plan is revised each fall by the School Site Council (SSC), which consists of administrators, parents, students, and school staff. Key elements of the Safety Plan include student safety, school climate, emergency preparedness, and a strong anti-bullying component. A positive school culture is fostered through class meetings, active problem solving, and respectful relationships between students, staff, and parents. The safety plan was last reviewed with the SSC November 2019.

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 November of 2019.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.1	0.4	6.0	5.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.



## D. Other SARC Information

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.9

\*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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	2	1		21	1	2		16	3		
1	25		1		22		1		15	1	1	
2	23		1		25		1		23		2	
3	22		1		25		1		26		1	
4	24		2		28		1		28		2	
5	32		1		28		1		30		1	
6	32		2		29		2		31		1	
Other**									24	2	1	1

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### 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.

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing an 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 the 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, the staff has 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:

- Balanced Literacy and Guided Reading through Accelerated Literacy Learning, TK-6
- UC Davis Math Project: Focus on Conceptual Understanding, TK-12
- Ethnic Studies with the Acosta Group, Preschool-12
- UC Davis History Project: Understanding the History/Social Science Framework, TK-12
- Restorative Practices, TK-12
- Innovator Cohort: Google certification classes for teachers
- Universal Design for Learning (7-12)
- English Learner Shadowing (7-12)

In addition to the professional opportunities provided by the Woodland Joint Unified School District, Sci-Tech teachers and staff members have collaboration days prior to the start of the school year and five additional collaboration days during the school year.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,236	\$49,782
Mid-Range Teacher Salary	\$64,833	\$76,851
Highest Teacher Salary	\$91,792	\$97,722
Average Principal Salary (ES)	\$107,223	\$121,304
Average Principal Salary (MS)	\$112,421	\$128,629
Average Principal Salary (HS)	\$124,016	\$141,235
Superintendent Salary	\$224,180	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	33.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Sci-Tech spent an average of \$11,330 to educate each student (based on 2018-19 audited financial statements).

For the 2018-2019 school year, the Sci-Tech received State and federal funding for the following: Supplemental LCFF funds, Lottery and Title I.

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,570	\$1,142	\$8,993	\$70,942
District	N/A	N/A	\$6,868	\$68,811
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	26.8	3.0
School Site/ State	14.8	-11.0

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