

# Woodland Star Charter

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

### 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.



### Jamie LLOYD, Administrator

Principal, Woodland Star Charter

#### About Our School

Welcome to Woodland Star!

Established in the year 2000, Woodland Star Charter School serves families in the Sonoma Valley kindergarten through 8th grade. It is known for its innovative approach to Waldorf education and its warm hardworking multicultural community. In its pursuit to develop the academic, physical, and social-emotional capacities needed to be successful in modern life, Woodland Star seeks to show its students as much as possible about the world and humankind. Our hope is that by 8th grade, each child will see the world with optimism; a place where each may discover their life's work and make their unique contribution to the wider community.

See our website or give us a call for a school tour. Come see our school community for yourself.

Sincerely,

Jamie Lloyd

#### Contact

Woodland Star Charter  
17811 Arnold Dr.  
Sonoma, CA 95476-4019

Phone: 707-996-3849  
Email: [office@woodlandstarschool.org](mailto:office@woodlandstarschool.org)

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Sonoma Valley Unified
<b>Phone Number</b>	(707) 935-6000
<b>Superintendent</b>	Socorro Shiels
<b>Email Address</b>	<a href="mailto:sshiels@sonomaschools.org">sshiels@sonomaschools.org</a>
<b>Website</b>	<a href="http://sonomaschools.org/">http://sonomaschools.org/</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Woodland Star Charter
<b>Street</b>	17811 Arnold Dr.
<b>City, State, Zip</b>	Sonoma, Ca, 95476-4019
<b>Phone Number</b>	707-996-3849
<b>Principal</b>	Jamie LLoyd, Administrator
<b>Email Address</b>	<a href="mailto:office@woodlandstarschool.org">office@woodlandstarschool.org</a>
<b>Website</b>	<a href="http://www.woodlandstarschool.org">www.woodlandstarschool.org</a>
<b>County-District-School (CDS) Code</b>	49709530105866

*Last updated: 1/31/2020*

### School Description and Mission Statement (School Year 2019—20)

#### Our Vision

Woodland Star Charter School is a community of families and teachers using Waldorf teaching methods to nourish and educate our children. We have developed a public school with a consistent philosophy, curriculum, and teaching method that embraces the developmental model of the growing child and awakens each child's full and unique potential. Waldorf methods nurture a sense of wonder and delight, and foster the reverence for nature and humanity inherent in the young child. The Waldorf curriculum develops the child's active will, creative imagination and clear, independent thinking. Children emerge as life-long learners with the self-confidence to impart direction and purpose to their lives and leadership to their community.

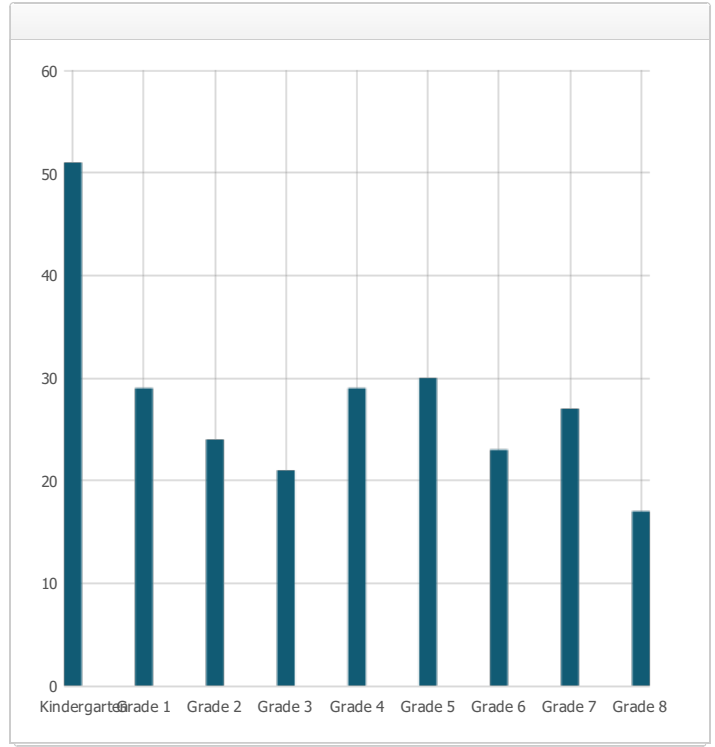
#### Our Mission

Woodland Star Charter School is a Waldorf Methods public school, serving families with children from Kindergarten through eighth grade. We offer a developmentally based curriculum, integrating rigorous academics and the arts. Our goal is to educate children to become creative thinkers, ready to positively influence the world around them.

*Last updated: 1/31/2020*

### Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	51
Grade 1	29
Grade 2	24
Grade 3	21
Grade 4	29
Grade 5	30
Grade 6	23
Grade 7	27
Grade 8	17
<b>Total Enrollment</b>	<b>251</b>



Last updated: 1/31/2020

### Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.40 %
American Indian or Alaska Native	0.40 %
Asian	2.00 %
Filipino	0.40 %
Hispanic or Latino	33.90 %
Native Hawaiian or Pacific Islander	%
White	58.60 %
Two or More Races	1.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	43.00 %
English Learners	6.00 %
Students with Disabilities	8.80 %
Foster Youth	0.40 %
Homeless	%

## A. Conditions of Learning

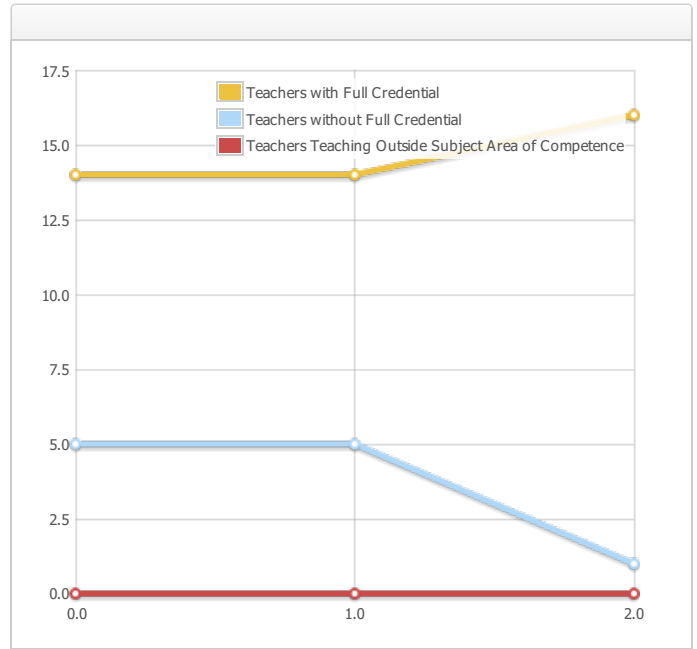
### State Priority: Basic

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

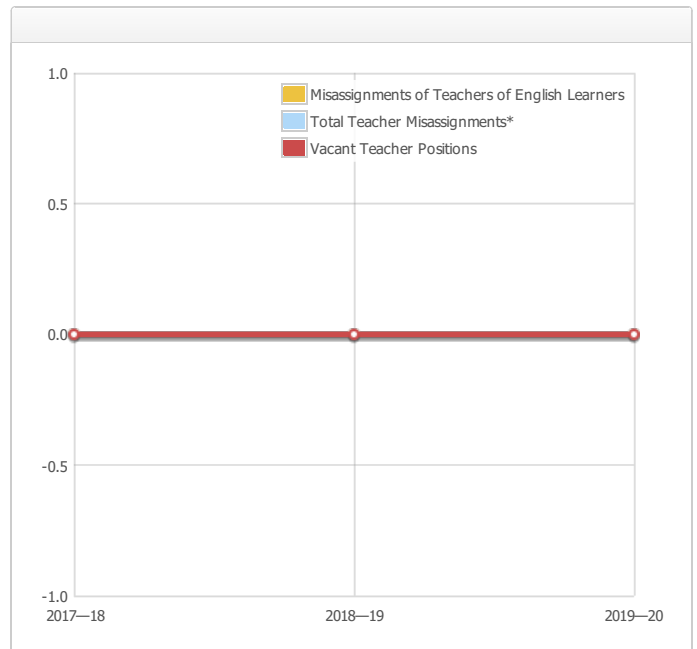
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	14	14	16	16
Without Full Credential	5	5	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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.

Last updated: 1/31/2020

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Woodland Star uses a variety of developmentally appropriate books for reading groups and independent reading. We do not have an adopted reader nor a language arts text book. Instead teachers prepare lessons and students create artistic notebooks called Main Lesson Books as references for thier learning. A variety of texts are provided for research reports and learning projects to support the teachers lessons.		0.00 %
Mathematics	Math texts are used in grades 6-8 at Woodland Star  6th grade uses Mammouth Math, by Maria Miller  7th grade uses: Prentice Hall - Pre-Algebra,  8th grade uses uses two texts: and Prentice Hall - Algebra, and Freeman - Elementary Algebra	No	0.00 %
Science	We do not have an adopted science textbook. Instead they prepare dynamic science lessons based upon a variety of resources and trainings. From these lessons students create artistic notebooks called Main Lesson Books as references for thier learning. A variety of texts are provided for research reports and learning projects to support the teachers lessons.		0.00 %
History-Social Science	We do not have an adopted History-Social Science textbook. Instead they prepare dynamic humanities lessons based upon a variety of resources and annual teacher trainings. From these lessons students create artistic notebooks called Main Lesson Books as references for thier learning. A variety of texts are provided for research reports and learning projects to support the teachers lessons.		0.00 %
Foreign Language	We offer spanish lesson in kindergarten through 8th grade. In grades 6-8 we have adopted a workbook designed for schools like ours. "Historias de ayer y hoy" de Elena Forrer		0.00 %
Health	We do not have an adopted health textbook. Instead they prepare dynamic physiology and health lessons based upon a variety of resources and annual teacher trainings. From these lessons students create artistic notebooks called Main Lesson Books as references for thier learning. A variety of texts are provided for research reports and learning projects to support the teachers lessons.		0.00 %
Visual and Performing Arts	We do not have an adopted visual and performing arts textbook. Instead they prepare dynamic art lessons based upon a variety of resources and annual teacher trainings. Students create paintings, crafts, and artistic projects guided and facilitated by the their teachers.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2020

## School Facility Conditions and Planned Improvements

An annual FIT evaluation was completed. All aspects of our facility were found to be in good condition. There were no reported gas leaks, pest/vermin infestation, or structural damage noted.

*Last updated: 1/31/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	New floors and fixtures were install during the summer of 2019.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Exemplary
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*Last updated: 1/31/2020*

## 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	53.0%	44.0%	42.0%	43.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	41.0%	30.0%	29.0%	28.0%	38.0%	39.0%

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.

*Last updated: 1/31/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	143	139	97.20%	2.80%	43.88%
Male	80	78	97.50%	2.50%	38.46%
Female	63	61	96.83%	3.17%	50.82%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	45	43	95.56%	4.44%	16.28%
Native Hawaiian or Pacific Islander					
White	87	85	97.70%	2.30%	58.82%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	61	59	96.72%	3.28%	33.90%
English Learners	29	28	96.55%	3.45%	14.29%
Students with Disabilities	20	20	100.00%	0.00%	15.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

*Last updated: 1/31/2020*



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	143	139	97.20%	2.80%	29.50%
Male	80	78	97.50%	2.50%	29.49%
Female	63	61	96.83%	3.17%	29.51%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	45	43	95.56%	4.44%	2.33%
Native Hawaiian or Pacific Islander					
White	87	85	97.70%	2.30%	42.35%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	61	59	96.72%	3.28%	22.03%
English Learners	29	28	96.55%	3.45%	10.71%
Students with Disabilities	20	20	100.00%	0.00%	5.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

*Last updated: 1/31/2020*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/31/2020*

**Career Technical Education (CTE) Participation (School Year 2018—19)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/31/2020*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# 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

## California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.00%	7.00%	57.00%
7	28.00%	16.00%	36.00%

Note: 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.

Last updated: 1/31/2020

## 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 (School Year 2019—20)

We see Woodland Star as a community of students, teachers, and families. Like every school our task is to educate our students. We have realized that to do this well teachers and parents need to work together in concert to support our students to make their school experience rich and interesting by fostering celebrations of the seasons. Throughout the year produce vibrant festivals and events when the community convenes to enjoy food, music, singing, and performances. The greater community is invited to our Annual Sprites Night famous for its classroom parent skits and our May Festival when we honor our grandparents.

Likewise, there is other work to be done, which our staff could not manage without the hard work and dedication of our community of parents and alumnae. Administration, faculty and our Parent Association work together to form important committees comprised of parent volunteers and staff to keep our site growing, our school safe, our programs well-funded, and our teachers and students warmly supported. In the end, we see Woodland Star as a community center for our parents as well as our students.

Enrollment at Woodland Star initiates a commitment on the part of parents to the education of all children in the school community. Each family is asked to devote at least fifty hours of volunteer time per year.

There are a number of ways parents can become involved in the life of the school and fulfill their parent participation commitment. There are various ways to support your class teacher both in school and out of school. Assisting in specialty classes, making crafts, cleaning the classrooms, doing laundry, sewing and making costumes, organizing camping and field trips all describe some of the help needed. Playground, garden, and site beautification are important tasks affecting the quality of classroom life and the need for parent support.

Festivals and fundraising events are two other areas that need parent involvement, not only for the success of the event, but to strengthen the bonds of the community. Fundraising is integral to our financial prosperity. Parents' involvement in fundraising activities is in direct relation to Woodland Star's continued ability to offer a full artistic curriculum. To help volunteer in the classroom, support our festivals, and with fundraising activities, watch for announcements on Parent Square, our school's online communication forum.

#### Ways to Volunteer

Assist in the classroom or teach a class using special skills you have to offer.

Serve on a committee such as our Parent Association, Educational Foundation, Charter Council, or One Planet Committee.

Serve as a Class Parent.

Volunteer at one of the Festivals, events or fundraisers sponsored by the school.

Attend orientations, all-school meetings, educational evenings and assemblies.

Participate in and drive for class field trips if invited by a teacher.

Assist with class plays – costuming sets, lighting, etc.

Create fundraising opportunities for the school.

Our parents are a talented group, but only you know what your special skills are. If you have other ideas about ways in which you may help WSCS, please speak to your teacher or the Administrator.

### State Priority: Pupil Engagement

*Last updated: 1/31/2020*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	6.10%	9.70%
Graduation Rate	--	88.90%	83.80%

School

School

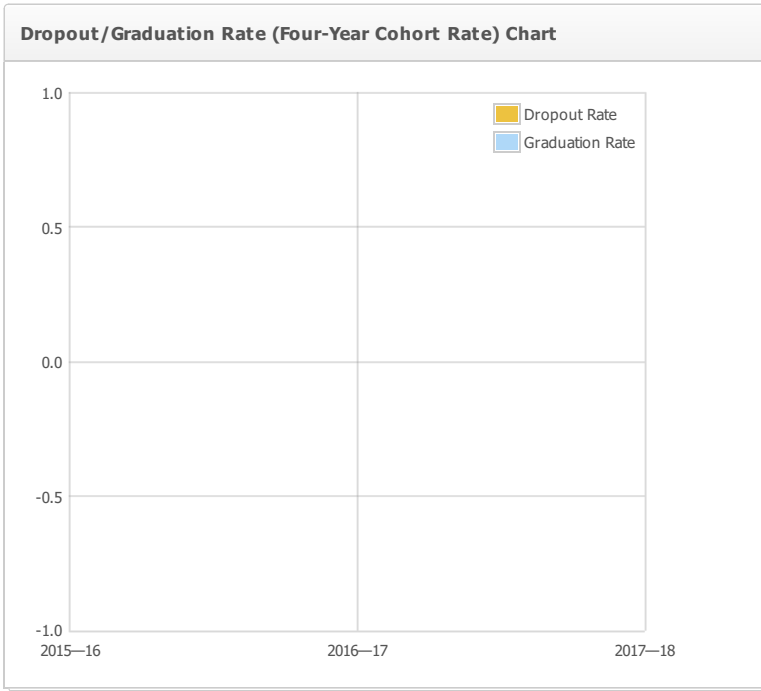
District

District

State

State

Indicator	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Dropout Rate	--	--	2.60%	4.70%	9.10%	9.60%
Graduation Rate	--	--	85.20%	88.20%	82.70%	83.00%



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 1/31/2020*

# 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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.40%	0.40%	0.00%	5.30%	3.30%	5.10%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.30%	0.10%	0.20%	0.10%	0.10%	0.10%

*Last updated: 1/31/2020*

## School Safety Plan (School Year 2019—20)

The Woodland Star Comprehensive Safety Plan is reviewed annually in December. As the document is extensive discussion with faculty and students are reviewed throughout the year, particularly in before and after drills, strategic planning, and in communications with the school community. The plan covers these areas and is articulated in detail over 34 pages:

- I. Statement of School Philosophy Pertaining to Safety
- II. Assessment of Status of School Crime
- III. Strategies and Programs that Provide or Maintain
- IV. Emergency and Disaster Preparedness Plan
- V. Action Plan
- VI. School Procedures for Health, Safety and Discipline

*Last updated: 1/31/2020*

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	15.00	3		
1	25.00		1	
2	23.00		1	
3	32.00		1	
4	28.00		1	
5	30.00		1	
6	16.00	1		
Other**				

\* 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	16.00	3		
1				
2	22.00		1	
3	28.00		1	
4	32.00		1	
5	25.00		1	
6	27.00		1	
Other**	26.00		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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.00	3		
1	29.00		1	
2	24.00		1	
3				
4	29.00		1	
5	30.00		1	
6	23.00		1	
Other**	22.00		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.

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.00
Other	2.00

\*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.

*Last updated: 1/31/2020*



**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9706.00	\$1438.00	\$8268.00	\$65518.00
District	N/A	N/A	--	\$65909.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$72949.00
Percent Difference – School Site and State	N/A	N/A	9.00%	10.00%

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

*Last updated: 1/31/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

Woodland Star Charter School provides 3 areas of support for our students. An interventionist works to support students with response to intervention goals. Goals are established in Student Study Team meetings with the school administrator, teacher, and parents. The team meets every 6-8 weeks to monitor progress on these low performing students.

We also employ an English Language Development teacher who also coordinates our English Learner community to support EL students and inform parents of their progress. The ELD teacher works with core subject teachers to ensure that tier 1, 2, and 3 language needs are addressed in the classroom. These services are provided for students in grades k-8

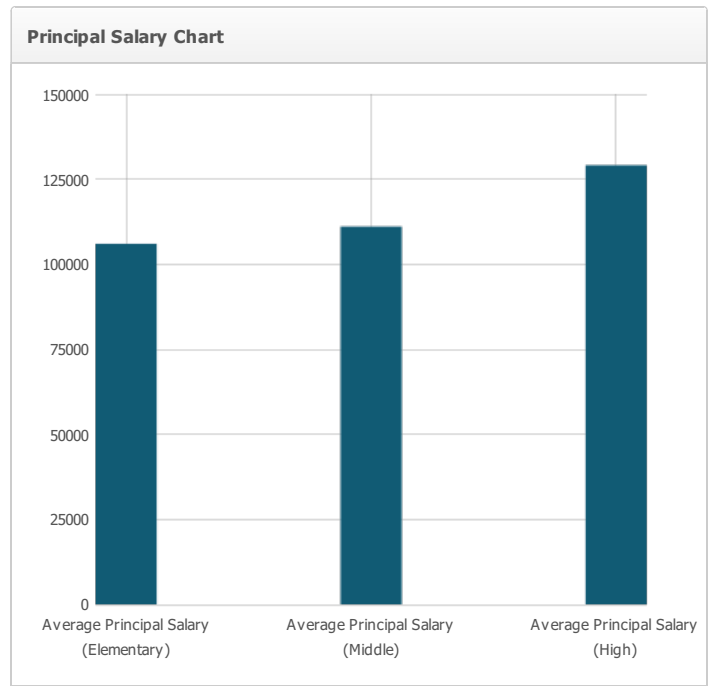
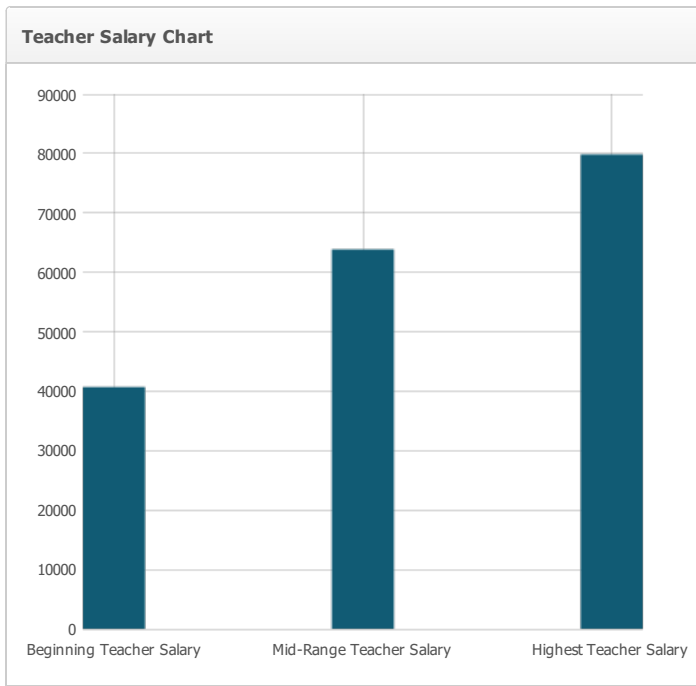
All special education services are managed and provided by a Director of Special Education, Resource Specialist, Occupational Therapist, Speech Pathologist, Clinical Psychologist, and Counselor.

*Last updated: 1/31/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,712	\$46,208
Mid-Range Teacher Salary	\$63,869	\$72,218
Highest Teacher Salary	\$79,852	\$92,742
Average Principal Salary (Elementary)	\$106,000	\$134,864
Average Principal Salary (Middle)	\$111,076	\$118,220
Average Principal Salary (High)	\$129,096	\$127,356
Superintendent Salary	\$192,000	\$186,823
Percent of Budget for Teacher Salaries	34.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/31/2020

**Advanced Placement (AP) Courses (School Year 2018—19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/31/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	4	2	3