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2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 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).

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.

Jamie Lloyd, Director

- 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

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Sonoma Valley Unified
Phone Number	(707) 935-6000
Superintendent	Socorro Shiels
Email Address	sshiels@sonomaschools.org
Website	http://sonomaschools.org/
School Contact Information (School Year 2020–2021)	
School Name	Woodland Star Charter
Street	17811 Arnold Dr.
City, State, Zip	Sonoma, Ca, 95476-4019
Phone Number	707-996-3849
Principal	Jamie Lloyd, Director
Email Address	office@woodlandstarschool.org
Website	www.woodlandstarschool.org
County-District-School (CDS) Code	49709530105866

School Description and Mission Statement (School Year 2020–2021)

Our Mission

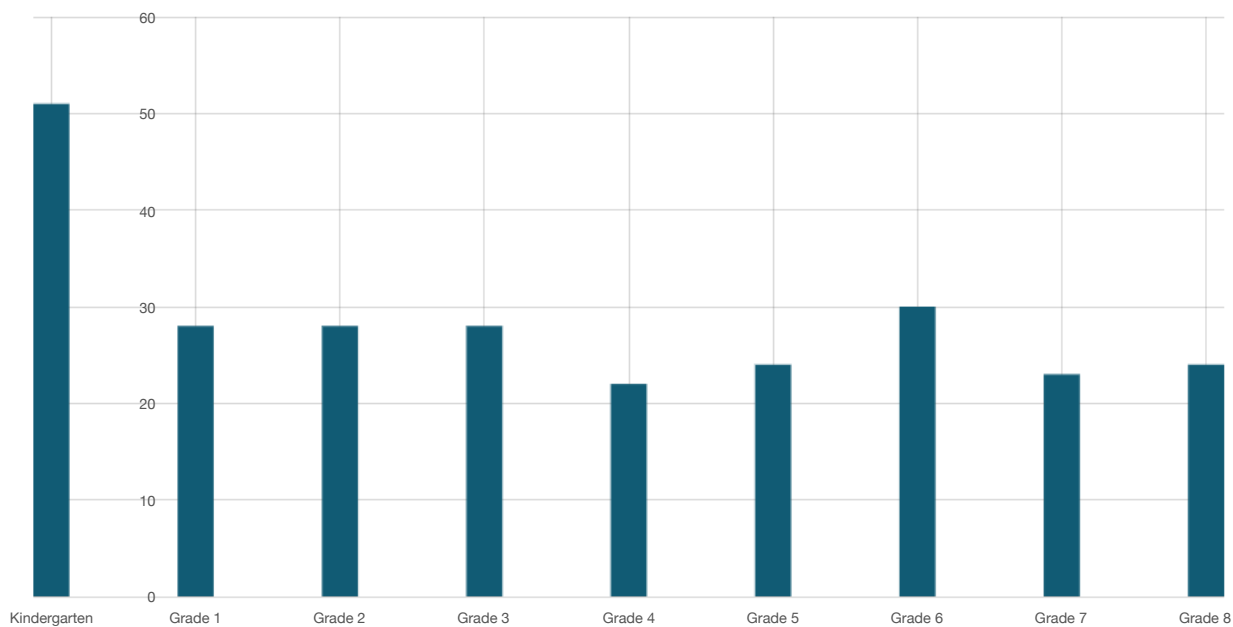
Woodland Star Charter School is a Waldorf Methods public school, serving families with children from Kindergarten through eighth grade. We offer a developmentally based curriculum, integrating rigorous academics and the arts. Our goal is to educate children to become creative thinkers, ready to positively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

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.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
Number of Students	51	28	28	28	22	24	30	23	24	258



Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White
Percent of Total Enrollment	0.80 %	0.40 %	2.30 %	0.40 %	29.50 %	%	60.90 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless		
Percent of Total Enrollment	41.10 %	6.60 %	9.70 %	0.40 %	%		

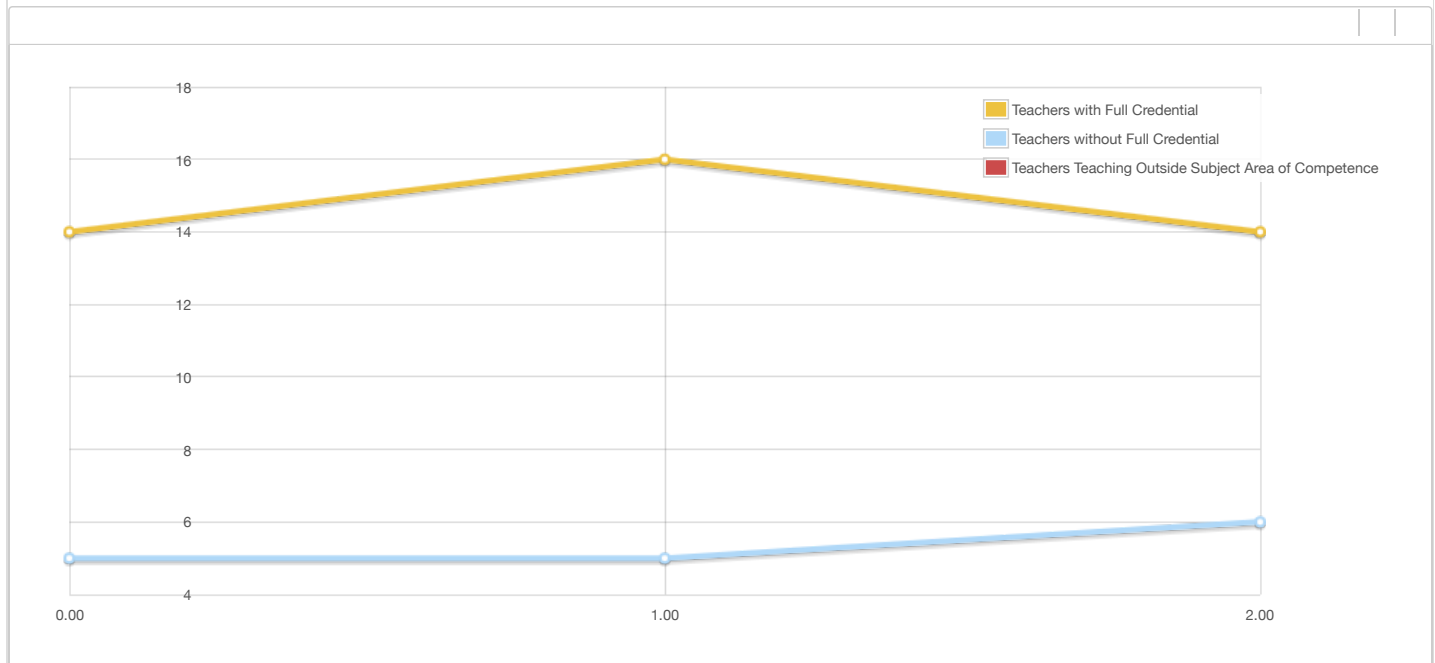
State Priority: Basic

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

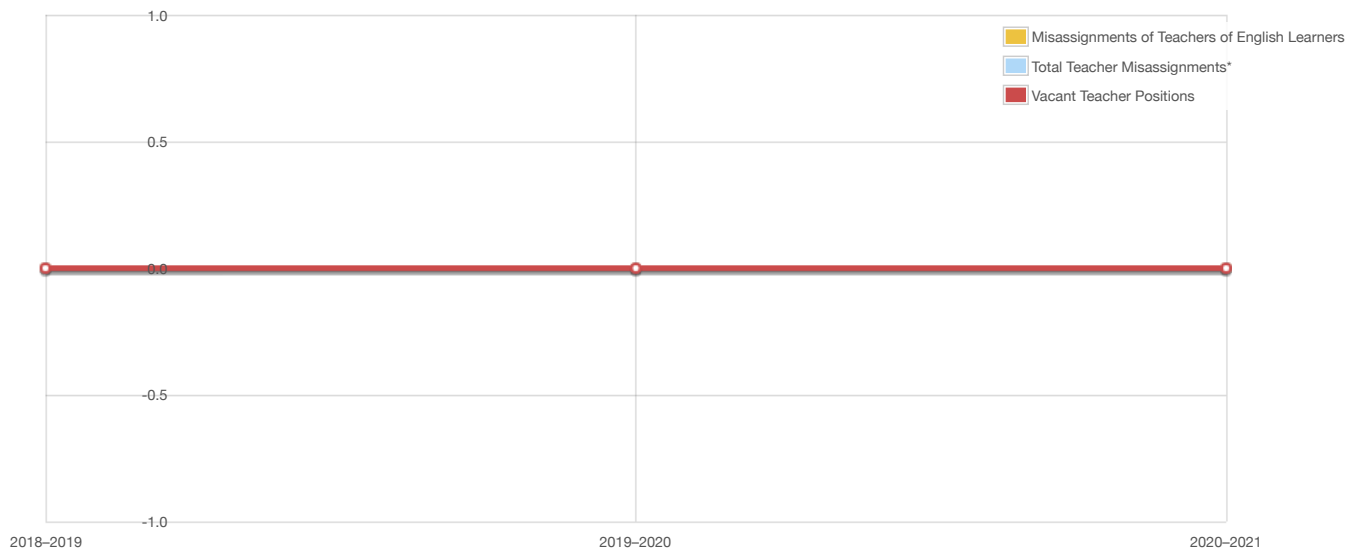
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	14	16	14	
Without Full Credential	5	5	6	
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/8/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
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: 1/8/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	We do not have an adopted reader nor language arts textbooks. Woodland Star uses a variety of developmentally appropriate books for reading groups and independent reading. 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	We do not have adopted Math textbooks for kindergarten-5th grade. Instead teachers prepare lessons, often using manipulatives and other hands-on methods, and students create artistic notebooks called Main Lesson Books as references for thier learning. Math texts are used in grades 7-8 at Woodland Star. 7th grade uses Mammouth Math by Maria Miller 8th grade uses No Nonsense Algebra by Richard Fisher		0.00 %
Science	We do not have adopted science textbooks. Instead teachers 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 adopted History-Social Science textbooks. Instead teachers 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	Spanish is offerred for kindergarten through 8th grade. We do not have adopted Spanish textbooks for kindergarten-5th grade. Instead the teacher prepares dynamic lessons and students create artistic notebooks called Main Lesson Books as references for thier learning. For grades 6-8 we have adopted a workbook designed for schools like ours. "Historias de ayer y hoy" de Elena Forrer.		0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	We do not have adopted health textbooks. Instead teachers 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 adopted visual and performing arts textbooks. Instead teachers 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 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: 1/12/2021

School Facility Conditions and Planned Improvements

An annual FIT evaluation was completed. All aspects for our facility were found to be in good condition. There were no reported gas leaks, pest/vermin infestation, or structural damage noted. A large-scale site reimagining and improvement project is scheduled to begin Summer 2021.

Last updated: 1/8/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 1/8/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	44.0%	N/A	43.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	30.0%	N/A	28.0%	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.

Last updated: 1/8/2021

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.

Last updated: 1/7/2021

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 waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/7/2021

**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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	22	N/A	24	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.

Last updated: 1/7/2021

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (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.

Last updated: 1/7/2021

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 2019–2020)

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
7	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.

Last updated: 1/8/2021

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 2020–2021)

We see Woodland Star as a tight-knit community of students, teachers, and families. Like every school, our mission is to educate our students, but we have realized that in order to do this to the best of our abilities, teachers and parents need to work together in concert to support our students to make their school experience rich and interesting.

One of the many ways we seek to do this is by fostering celebrations of the seasons. Throughout the year our community produces vibrant festivals and events when we convene to enjoy food, music, singing, and live performances. The greater Sonoma community is invited to our Annual Sprites Night famous for its classroom parent skits and our May Day Festival where 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 committee work together to form important groups 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 numerous ways parents can become involved in the life of the school and fulfill their parent participation commitment. Class teachers regularly communicate opportunities to support them both on and off campus. 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 regularly needed. Playground, garden, and site beautification are important tasks affecting the quality of campus life and need 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 ParentSquare, 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.

Last updated: 1/7/2021

State Priority: Pupil Engagement

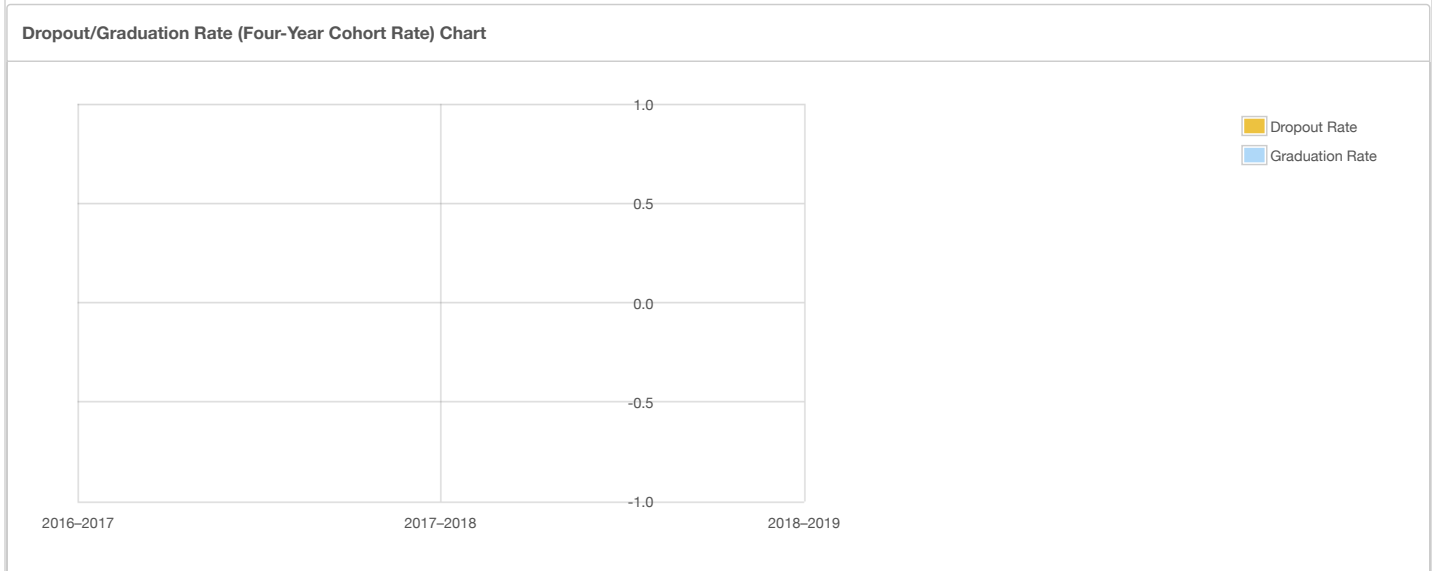
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	--	--	--	2.60%	4.70%	3.20%	9.10%	9.60%	9.00%

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Graduation Rate	--	--	--	85.20%	88.20%	86.40%	82.70%	83.00%	84.50%



Last updated: 1/7/2021

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

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

Rate	Suspensions	Expulsions
School 2017–2018	0.40%	0.00%
School 2018–2019	0.00%	0.00%
District 2017–2018	5.30%	0.10%
District 2018–2019	5.10%	0.20%
District 2018–2019	3.50%	0.10%
District 2018–2019	3.50%	0.10%

**State
2017–2018**
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	Suspensions	Expulsions
School 2019–2020	0.00%	0.00%
District 2019–2020	--	--
District 2019–2020	--	--

**State
2019–2020**

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.

Last updated: 1/12/2021

School Safety Plan (School Year 2020–2021)

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: 1/8/2021

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 (2017–2018)

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

* 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 (2018–2019)

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

* 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 (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	17.00	28.00	28.00	28.00	22.00	24.00	30.00	24.00
Number of Classes * 1-20	3		1	1	1	1	1	2
Number of Classes * 21-32								
Number of Classes * 33+								

* 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.

Last updated: 1/8/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size				
Number of Classes * 1-22				

Number of Classes * 23-32 * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Number of Classes * 33+

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size				
Number of Classes * 1-22				

Number of Classes * 23-32 * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Number of Classes * 33+

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size				
Number of Classes * 1-22				

Number of Classes * 23-32

Number of Classes * 33+

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/7/2021

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

Title	Ratio
Pupils to Academic Counselor*	0.0

*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.

Last updated: 1/12/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.10
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	

Number of FTE* Assigned to School

Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	1.00
Other	0.60

*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: 1/12/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10073.00	\$1347.00	\$8726.00	\$63975.00
District	N/A	N/A	--	\$66284.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$75706.00
Percent Difference – School Site and State	N/A	N/A	12.00%	16.00%

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

Last updated: 1/7/2021

Types of Services Funded (Fiscal Year 2019–2020)

Woodland Star Charter School provides three areas of support for our students.

Our 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 Direct or of Special Education, Resource Specialist, Occupational Therapist, Speech Pathologist, Clinical Psychologist, and Counselor.

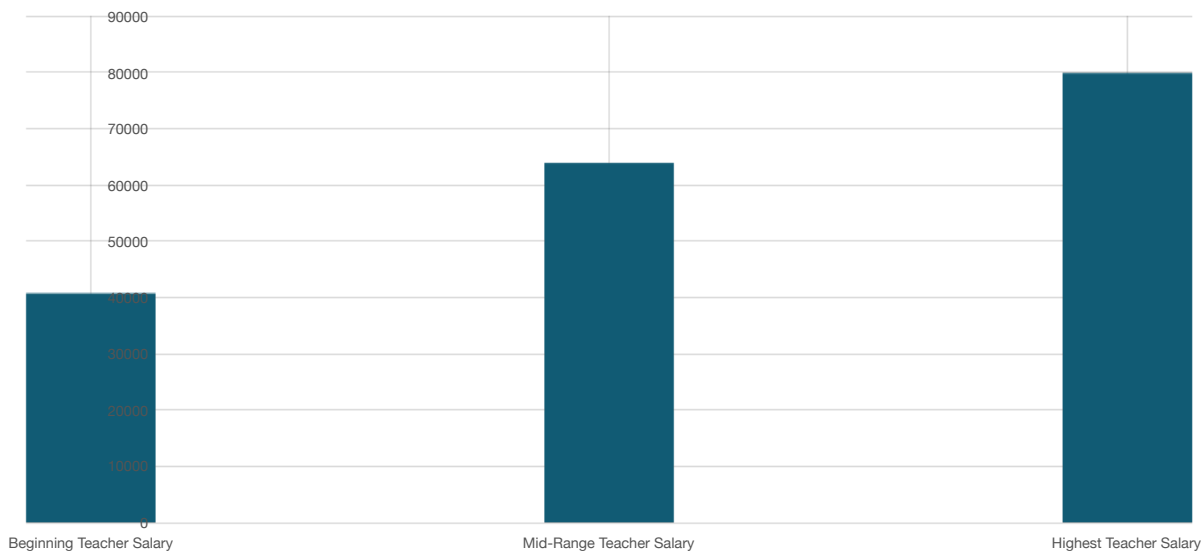
Last updated: 1/7/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

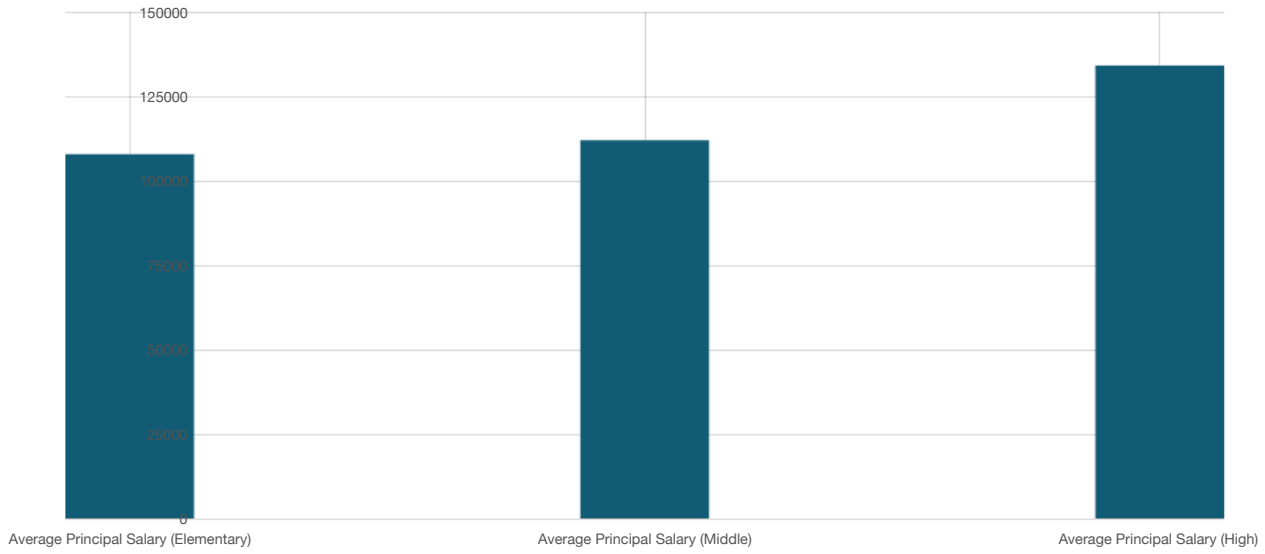
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,712	\$47,145
Mid-Range Teacher Salary	\$63,869	\$74,952
Highest Teacher Salary	\$79,852	\$96,092
Average Principal Salary (Elementary)	\$107,856	\$116,716
Average Principal Salary (Middle)	\$111,977	\$120,813
Average Principal Salary (High)	\$134,097	\$131,905
Superintendent Salary	\$204,431	\$192,565
Percent of Budget for Teacher Salaries	31.00%	31.00%
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/>.

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/13/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	5

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