

Woodland Star Charter School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Woodland Star Charter School
Street	17811 Arnold Drive
City, State, Zip	Sonoma, CA 95476
Phone Number	707-996-3849
Principal	Caroline Hopewell
Email Address	chopewell@woodlandstarschool.org
School Website	woodlandstarschool.org
County-District-School (CDS) Code	49-70953-010586

2022-23 District Contact Information

District Name	Woodland Star Charter School
Phone Number	707-996-3849
Superintendent	Caroline Hopewell
Email Address	chopewell@woodlandstarschool.org
District Website Address	woodlandstarschool.org

2022-23 School Overview

Woodland Star Charter School is an independent TK-8 charter school in Sonoma, California, founded in 2000 by parents and teachers. Embracing Waldorf pedagogy, Woodland Star considers the whole child in every lesson, framing rigorous academics with an artistic, creative, and multi-sensory approach. Our teachers honor the developmental needs of the child and use developmentally appropriate content in their teaching.

Our play-based Kindergarten resists the cultural imperative for “more-better-faster,” allowing young children to enjoy the wonder of childhood through imaginative play, while also addressing language development and phonology through the consistent telling of daily stories. The rich language work in the kindergarten lays the foundation for the structured literacy work that begins in the grades. Each morning Kindergarteners begin the day with movement, allowing children to improve their gross motor skills and sense of balance, a necessary skill for formal learning. Fine motor skills are developed by craft activities, painting, and drawing to name a few.

In the grades, the Woodland Star curriculum covers an exceptional range. Core subjects are taught in three- to four-week-long Main Lesson blocks, immersing the students in language arts, math, science, geography, and history. Concepts are interwoven throughout the curriculum and are taught through oral presentations, writing, reading, recitation, drama, painting, drawing, and movement. This multi-sensory approach engages students in a powerful and concentrated experience and promotes active listening, increased memory, imagination, and vocabulary. As part of the artistic and kinesthetic approach to learning, students engage in singing, flute playing, painting, drawing, and modeling. In grades 1-5 teachers are trained in the Science of Reading and embrace a systematic, sequential, and explicit approach to teaching reading. Enrichment subjects, often taught by specialty teachers, include Spanish, knitting, sewing, farming and gardening, and physical education.. The Woodland Star faculty members are California credentialed, trained in Waldorf pedagogy and identify as learners themselves. Woodland Star parents are encouraged to play an active role in the school as committed and involved partners in their children’s education and school life.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	32
Grade 1	24
Grade 2	29
Grade 3	21
Grade 4	18
Grade 5	23
Grade 6	17
Grade 7	19
Grade 8	28
Total Enrollment	211

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
American Indian or Alaska Native	0.0
Asian	1.9
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	37.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	4.3
White	55.0
English Learners	11.8
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	38.4
Students with Disabilities	9.5

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.00	0.00	184.90	86.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.90	1.86	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	27.27	8.30	3.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.60	3.09	12115.80	4.41
Unknown	8.00	72.73	10.80	5.05	18854.30	6.86
Total Teaching Positions	11.00	100.00	214.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	2.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	25.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

As a Waldorf inspired school, most lessons are performed orally and students create their own text books (main lesson books) with artistic renderings and written texts. In some cases, classes use traditional text and/or workbooks to aid in student learning. Those materials are listed below. All non-text book materials are provided to all students.

Year and month in which the data were collected

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	8th grade Argoprep ELA with CA standards 5th Rewards- Reading strategies for reading long words, multi-syllable work K-2: Heggerty Phonology 5th Grade (intervention students only) Skill Sharpeners Spell and Write Decodable Text From HighNoon for Intervention Classes plus workbooks Moon Dogs 1 - 10 Moon Dogs 2 - 10 That Dog - 10 Magic Belt -10 Alba - 10 Totem - 10 Talisman 1 - 10 Rescue - 10 Island Adventures - 10 Talisman 2 - 10 Titan's Gauntlets -10 ELD Heggerty Spanish and English Grades 3-8 Spectrum Language Arts Grades 3-4 Spectrum Vocabulary Megawords 1 Teachers Guide Megawords 1 Student Book Megawords 2 Teachers Guide Megawords 2 Student Book	Yes	
Mathematics	8th grade Argo Prep Common Core Math KUMON Grades 6-8 Algebra 5th Grade Houghton,Mifflin Harcourt GO Math Standard Practice Workbook 5th Grade Houghton Mifflin Harcourt GO Math Textbook 5th Grade The Ultimate Fifth Grade Math Workbook 4th Grade Houghton-Mifflin Harcourt, Reteach Book Go Math 4th Grade Houghton Mifflin Harcourt Cal. Standards Practice Book, Go Math (3rd grade level)	Yes	
Science	8th Grade Spectrum Science with current CA state standards	Yes	
History-Social Science	5th Grade Merriam-Webster Student Atlas 5th Grade National Geographic United States Student Atlas	Yes	

School Facility Conditions and Planned Improvements

Woodland Star Charter School's facilities are provided and maintained by our sponsoring district, Sonoma Valley Unified. During the summer of 2022, our campus began major updates and renovations including a new Administration building, new fire alarm system, and ADA upgrades. The next phase of the facility upgrades includes building a new Multipurpose Room.

Year and month of the most recent FIT report

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	44	N/A	38	N/A	47
Mathematics (grades 3-8 and 11)	N/A	25	N/A	21	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	133	123	92.48	7.52	43.90
Female	61	57	93.44	6.56	54.39
Male	71	65	91.55	8.45	33.85
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	51	48	94.12	5.88	29.17
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	75	69	92.00	8.00	55.07
English Learners	16	13	81.25	18.75	7.69
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	45	44	97.78	2.22	29.55
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	19	82.61	17.39	10.53

2021-22 CAASPP Test Results in Math by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	133	126	94.74	5.26	24.60
Female	61	59	96.72	3.28	25.42
Male	71	66	92.96	7.04	24.24
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	51	50	98.04	1.96	10.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	75	69	92.00	8.00	36.23
English Learners	16	16	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	45	44	97.78	2.22	13.64
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	19	82.61	17.39	10.53

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	39.13	--	18.97	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	46	93.88	6.12	39.13
Female	17	17	100	0	41.18
Male	32	29	90.63	9.37	37.93
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	17	94.44	5.56	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	27	93.1	6.9	62.96
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100	0	20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

To ensure strong faculty and parent collaboration and participation in the governance of the school, Woodland Star has standing and ad hoc committees. These committees help create and approve policy, curriculum, budgetary, and personnel decisions within the school. Parents also find ample opportunities to volunteer in the classrooms, during festivals and events, site maintenance including gardening, and as serving as a class parent.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	231	228	64	28.1
Female	121	119	38	31.9
Male	109	108	25	23.1
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	1	25.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	87	87	31	35.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	13	13	6	46.2
White	119	117	22	18.8
English Learners	29	29	7	24.1
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	97	96	38	39.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	35	11	31.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.87	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	4.33	0.20	3.17
Expulsions	0.00	0.00	0.00	0.08	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Woodland Star Charter School's CSSP was updated and board adopted on September 21, 2022. The safety plan is available on our website at <https://woodlandstarschool.org/parents/school-safety-plan/>.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3		
1	27		1	
2	28		1	
3	28		1	
4	21		1	
6	30		1	
Other	21	1	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3		
1	29		1	
3	22		1	
4	27		1	
5	19	1		
6	23		1	
Other	27		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	3		
1	24		1	
2	29		1	
3	21		1	
4	18	1		
5	23		1	
6	17	1		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11036.15	1978.01	9058.14	73293.21
District	N/A	N/A		\$74,073
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Woodland Star Charter School offered a number of expanded academic support programs in the 2021-2022 school year. Most grades had in-class, academic assistants to offer small group and one on one support. Intervention services were expanded from a .6 part time to full time position. Support staff and teachers began training in literacy strategies for reading acceleration and a data driven assessment program was implemented to track student progress. Free after school tutoring is available to students in grades 4-8. General education mental health services were offered twice weekly for small group and individual support.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,902	\$48,503
Mid-Range Teacher Salary	\$71,488	\$74,912
Highest Teacher Salary	\$89,378	\$100,321
Average Principal Salary (Elementary)	\$120,723	\$122,160
Average Principal Salary (Middle)	\$125,336	\$127,632
Average Principal Salary (High)	\$150,095	\$137,578
Superintendent Salary	\$220,548	\$198,665
Percent of Budget for Teacher Salaries	26%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

In addition to regular full staff development days, Woodland Star dedicates half of each Thursday for teachers and instructional staff to collaborate and learn during Faculty Meetings and break out training groups. Ten teachers and educational assistants are part of the LETRS training to learn about the Science of Reading. Five teachers are part of a mentorship with the Gradalis Waldorf teacher training, while other faculty also participate in the monthly philosophy lecture and discussion group. Most teachers spend a week in a Waldorf specific renewal course preparing for the next year's curriculum, while other teachers teach at these summer trainings. Eight teachers took part in a week long Orton-Gillingham literacy training at the end of the 21/22 school year.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5