Stella Elementary Charter Academy
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address:	2636 S. Mansfield Ave. Los Angeles, CA , 90016-3512	**Principal:**	Gene Castro, Principal
Phone:	(213) 340-6700	**Grade Span:**	K-4

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Gene Castro, Principal

⚲ Principal, Stella Elementary Charter Academy

About Our School

It is a great pleasure to serve the Stella Elementary Charter Academy community, and I am proud to reflect on my seventh year at this school. Over the years, Stella Elementary has remained steadfast in its commitment to providing a high-quality, holistic, and engaging educational program that supports the academic, social, and emotional development of every child.

Our school community is united by a shared belief that all students can achieve at high levels when provided with rigorous instruction, meaningful relationships, and equitable access to resources and opportunities. We intentionally design our programs and supports to bridge opportunity gaps and to ensure that each student is known, challenged, and supported to reach their full potential.

Stella Elementary Charter Academy is strengthened by the partnership between dedicated educators, engaged families, and a supportive broader community. Together, we foster a safe, inclusive, and nurturing learning environment where students are encouraged to develop curiosity, confidence, and a strong sense of responsibility for themselves and others.

Thank you for entrusting us with your student's education. It is an honor to serve this community and to work collectively toward our shared goal of preparing students for continued success in school and in life.

Contact

Stella Elementary Charter Academy
2636 S. Mansfield Ave.

1/21/26, 11:18 AM
School Accountability Report Card

Los Angeles, CA 90016-3512

Phone: (213) 340-6700
Email: superintendent@lausd.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name: Los Angeles Unified

Phone Number: (213) 241-1000

Superintendent: Carvalho, Alberto

Email Address: superintendent@lausd.net

Website: www.lausd.org

School Contact Information (School Year 2025–26)

School Name: Stella Elementary Charter Academy

Street: 2636 S. Mansfield Ave.

City, State, Zip: Los Angeles, CA , 90016-3512

Phone Number: (213) 340-6700

Principal: Gene Castro, Principal

Email Address: gcastro@brightstarschools.org

Website: http://www.brightstarschools.org/seca

Grade Span: K-4

County-District-School (CDS) Code: 19647330137604

School Description and Mission Statement (School Year 2025–26)

Our vision is that we will become social justice leaders with a heart of empathy, mind of consciousness, and spirit of joy.

Our mission is to provide a high quality, holistic, and engaging educational experience for all students. As a state-recognized Community Schools planning grantee, it is our aim to become a community school that serves as a resource hub for students, families, and community partners.
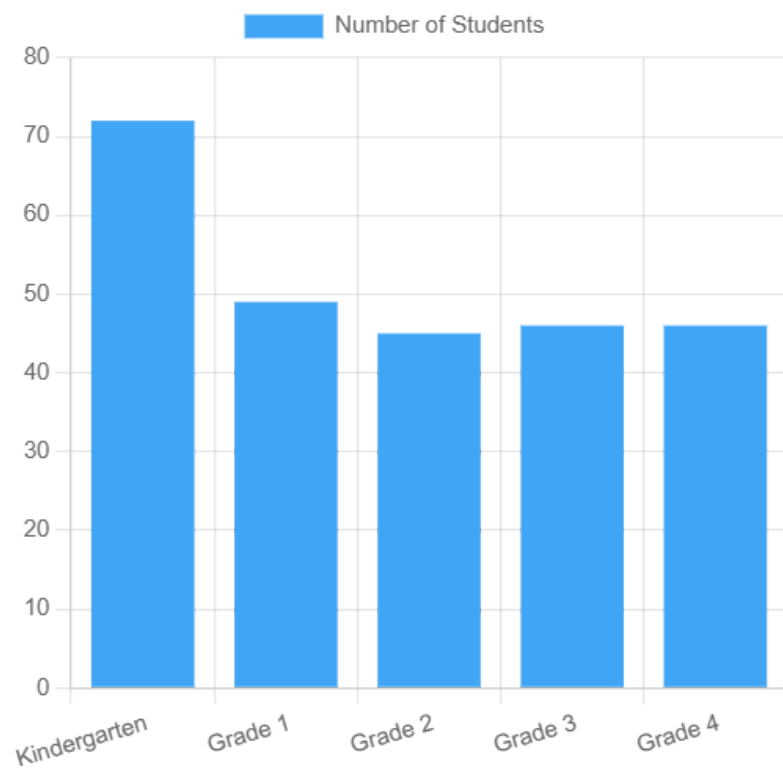
Stella Elementary Charter Academy is a TK through 4th grade public charter school that operates on two campuses. Our TK through 1st grade campus is located on 2636 S Mansfield Avenue in Los Angeles. Our 2nd through 4th grade campus is located on 4196 Marlton Avenue in Los Angeles. Our faculty highly prioritizes quality academic instruction as well as socioemotional skills development. Our core curriculum is enriched by the inclusion of socioemotional learning taught by our counselors using the Yale Center for Emotional Studies' *RULER* program.

We provide a standalone Transitional Kindergarten program that prepares students for the milestone that is Kindergarten. As students continue throughout their elementary years with us, they internalize our creed that we will become social justice leaders with a heart of empathy, a mind of consciousness, and a spirit of joy. Families are an essential part of our program as we provide multiple opportunities for educational partners to stay involved in their child's education and participate in parent workshops.

Our students also receive structured Dance lessons from our partners at *Everybody Dance LA!* Our ultimate goal is that our students are prepared to excel academically, equipped to advocate for themselves and their community, and well-versed in their socioemotional skills that will help them succeed in middle school and beyond.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	72
Grade 1	49
Grade 2	45
Grade 3	46
Grade 4	46
Total Enrollment	258

Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	55.00%
Male	44.60%
Non-Binary	0.40%
American Indian or Alaska Native	0.00%
Asian	0.40%
Black or African American	19.40%
Filipino	0.00%
Hispanic or Latino	75.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	3.90%
White	0.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	24.40%
Foster Youth	1.20%
Homeless	3.50%
Migrant	0.00%
Socioeconomically Disavantaged	91.90%
Students with Disabilities	11.60%

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 Preparation and Placement (School Year 2021–22)

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)	10.00	83.33%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	8.33%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	8.33%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	12.00	100.00%	27426.80	100.00%	279044.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	7.00	63.64%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	36.36%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	11.00	100.00%	27077.80	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	9.80	83.11%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.00	8.45%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	8.45%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	946.90	3.50%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	613.60	2.27%	13705.80	4.91%
Total Teaching Positions	11.80	100.00%	27031.10	100.00%	278927.10	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.

Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	3	1.00
Misassignments	1.00	1	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	1.00	4	1.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	1.00	0	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.6%	9%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Our TK teacher uses Reading/Language arts lessons from *Creative Curriculum* for Transitional Kindergarten students. Our Kindergarten through 4th grade teachers currently use EL Education K-5 Language Arts curriculum for both content-based literacy and foundational reading skills. This program consist of two dynamic blocks- for Kinder through 2nd - "Modules" and "Skills Block". For the upper grades, 3rd and 4th, "Modules" and "All Block". During the Modules block students are exposed to content-based literacy and various reading strategies. EL Education incorporates high quality, multicultural, award-winning literature with explicit instruction and ample practice. Students are able to participate in classroom discussion about literature that has social studies and science components that are woven into the curriculum. During the reading foundations block (Skills Block or All Block) students receive differentiated instructions in phonemic awareness, phonics, grammar, and fluency. EL Education is a web based curriculum that is continually updated and monitored to ensure that students are receiving the most updated and accurate materials. According to Ed Reports, "The instructional materials for EL Education K-5 Language Arts Grades Kindergarten, 1, and 2 meet the expectations of Gateways 1, 2, and 3. The instructional materials include texts that are worthy of students' time and attention and that support students' advancing toward independent reading. The materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Materials meet the criteria for materials supporting ongoing and frequent assessment to determine student development of foundational skills. The materials support building knowledge and academic vocabulary while students have opportunities to build writing, independent reading, and integrate skills with research and discussion. The materials meet the expectations of usability, being well designed and taking into account effective lesson structure and pacing. Materials can reasonably be completed within an academic year. There are ample resources as well as publisher produced standards alignment documentation."	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	All students have access to required text, textbook (grade level applicable), recommended text, student workbooks, and decodable readers.	
Mathematics	Our teachers use the *Bridges in Mathematics* PK-5 curriculum which addresses Common Core state standards and build students' capacity to problem solve and gain a deep understanding of mathematical concepts. Students have access to the required materials necessary to interact with the three curricular components: Problems and Investigations, Work Places, and Number Corner. Each classroom is equipped with necessary manipulatives and work stations from the curriculum.	0
Science	This year, we adopted a new science curriculum: Amplify Science K–5 is a California Next Generation Science Standards (CA NGSS)–aligned core instructional program used as the primary science curriculum for all students in grades K–5. The program integrates hands-on investigations, literacy-rich science texts, and digital resources to support three-dimensional learning. Instructional materials include teacher guides, student materials, digital simulations, and embedded assessments to support equitable access and conceptual understanding for all learners.	0
History-Social Science	Stella Elementary Charter Academy uses teacher-created lessons that are aligned with California History-Social Science Content Standards for California Public Schools and Common Core State Standards. In addition to drawing lessons from the Anti Defamation League's A World of Difference curriculum, our teachers also incorporate lessons from Learning for Justice. Our ELA program (EL Education) provides module units that also weave in Social Studies standards as a content focus.	0
Foreign Language	Currently, Stella Elementary Charter Academy does not offer any foreign language instruction on site.	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Health	Our school uses the Push Play PE curriculum, based on the California Physical Education Model Content Standards for California Public Schools. Each student receives the necessary materials and instruction in order to access the curriculum.	0
Visual and Performing Arts	Through our partnership with Everybody Dance LA!, our TK through 4th grade students are taught weekly modern dance lessons. Students also receive weekly enrichment instruction which often includes arts and crafts.	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

SECA is currently in good operational standings. All necessary items are serviced yearly and any and all improvements are done on a needed basis. SECA has installed artificial turf to improve their outdoor area for students and school events. SECA also did preventative and upkeep work such as power washing, painting, repairing window blinds.

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: November 2025

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: November 2025

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	28%	43%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	48%	58%	32%	35%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	87	100.00%	0.00%	42.53%
Female	50	50	100.00%	0.00%	46.00%
Male	37	37	100.00%	0.00%	37.84%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	16	16	100.00%	0.00%	37.50%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	66	66	100.00%	0.00%	45.45%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	15	15	100.00%	0.00%	20.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	78	78	100.00%	0.00%	41.03%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	12	100.00%	0.00%	58.34%

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

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	86	100.00%	0.00%	58.14%
Female	49	49	100.00%	0.00%	53.06%
Male	37	37	100.00%	0.00%	64.87%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	15	15	100.00%	0.00%	46.67%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino	0	0	0%	0%	0%
Hispanic or Latino	66	66	100.00%	0.00%	59.09%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	15	15	100.00%	0.00%	40.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	78	78	100.00%	0.00%	58.98%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	11	100.00%	0.00%	54.55%

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

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

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.

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

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

Opportunities for Parental Involvement (School Year 2025–26)

As essential partners in our work, families have multiple opportunities to engage with our school community including:
- Parent Conferences (three times a year)
- Parent Workshops (five times a year)
- School Site Council (seven meetings a year)
- Community Schools Advisory Council (two times a year)
- Coffee with Principal (two times a year)
- Back to School Night
- College Knowledge Academy
- Culture Night
- Literacy Night
- Math Night
- Trunk-or-Treat Night
- Winter Dance Showcase Spring Dance Showcase
- End-of-unit ELA writing showcases (3rd grade)
- Virtual "Stellabrations" (eight times a year)
- Kindergarten Culmination
- Fourth Grade Promotion

Additionally, we started a Parenting Partners organization this year, recruiting up to one homeroom parent for each classroom.

Families who are interested in volunteering on-campus or getting more involved are encouraged to either come to the front office to fill out a parent volunteer form or call the front office (213) 340-6700. Eric Rodriguez and Gabriela Esparza are our designated staff members that handle parent volunteer processes which include Live Scan and TB test.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	286	274	52	19.0%
Female	160	154	29	18.8%
Male	125	119	23	19.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	56	53	11	20.8%
Filipino	--	--	--	--
Hispanic or Latino	213	205	34	16.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	12	5	41.7%
White	--	--	--	--
English Learners	67	66	8	12.1%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	258	248	48	19.4%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	36	34	12	35.3%

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

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 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	1.45%	0.00%	0.00%	0.55%	0.00%	0.51%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.02%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	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%

Student Group	Suspensions Rate	Expulsions Rate
Students with Disabilities	0.00%	0.00%

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

School Safety Plan (School Year 2025–26)

The Safe Schools Plan is renewed anually. SECA renewed its plan with School Site Committee which includes key stakeholders such as faculty, family, and student representatives on 12/11/25. The plan covers items such as the school site mission, the assessment of the school's current status, emergency response procedures, notifying teachers about dangerous pupils, procedures for safe ingress and egress from school, procedures to ensure a safe and orderly environment (including both a physical and social climate project for the upcoming school year) and lastly covers Title IX.

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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	2	4	0
1	22.00	0	4	0
2	23.00	0	4	0
3	25.00	0	4	0
4	22.00	0	4	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* 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 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		4	
1	24.00		4	
2	22.00		4	
3	23.00		4	
4	26.00		4	
5				
6				
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 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00	0	4	0
1	25.00	0	4	0
2	23.00	0	4	0
3	23.00	0	4	0
4	23.00	0	4	0
5				

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
6				
Other**			0	

* 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	129

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	
Other**	2.20

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$24379.75	$9038.38	$15341.36	$79080.86
District	N/A	N/A	$12748.41	$90557.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$11146.18	$100333.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

Summer enrichment: All interested students were provided summer enrichment from our Woodcraft Rangers partners on-site from July to August 2025.

Everybody Dance LA: All students were taught weekly dance choreography/instruction by qualified dance instructors as part of their enrichment.

Counseling: Students who needed socioemotional counseling were provided services by school counselors with valid PPS credentials. Students who required more family-oriented counseling were provided either one-on-one counseling or group counseling from our *Partnerships for Uplifting Communities (PUC)* Marriage and Family Thereapy trainees.

After school tutoring: Dynasty's United Youth Association is a community-based organization that provides targeted tutoring and academic intervention services to support student learning and achievement. The program is designed to reinforce core instructional content, address learning gaps, and provide individualized and small-group academic support aligned to grade-level standards.

Tutoring services focus on strengthening foundational skills in literacy and mathematics while promoting positive study habits, academic confidence, and student accountability. Instruction is delivered by trained staff in a structured and supportive setting, with an emphasis on meeting the diverse learning needs of students.

At Stella Elementary Charter Academy, Dynasty's United Youth Association serves as an academic partner by providing supplemental tutoring services that complement the school's instructional program and support students in meeting academic expectations.
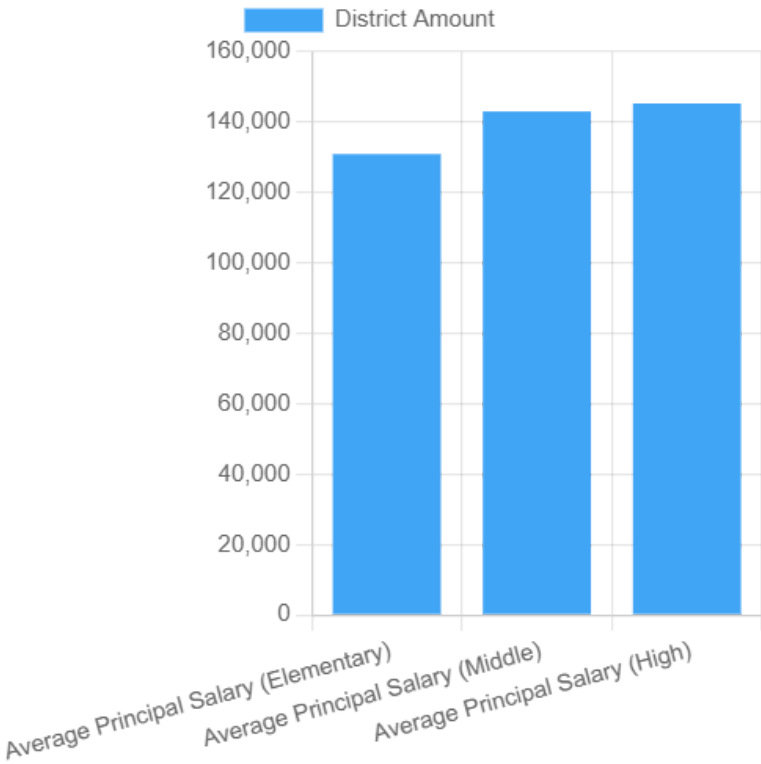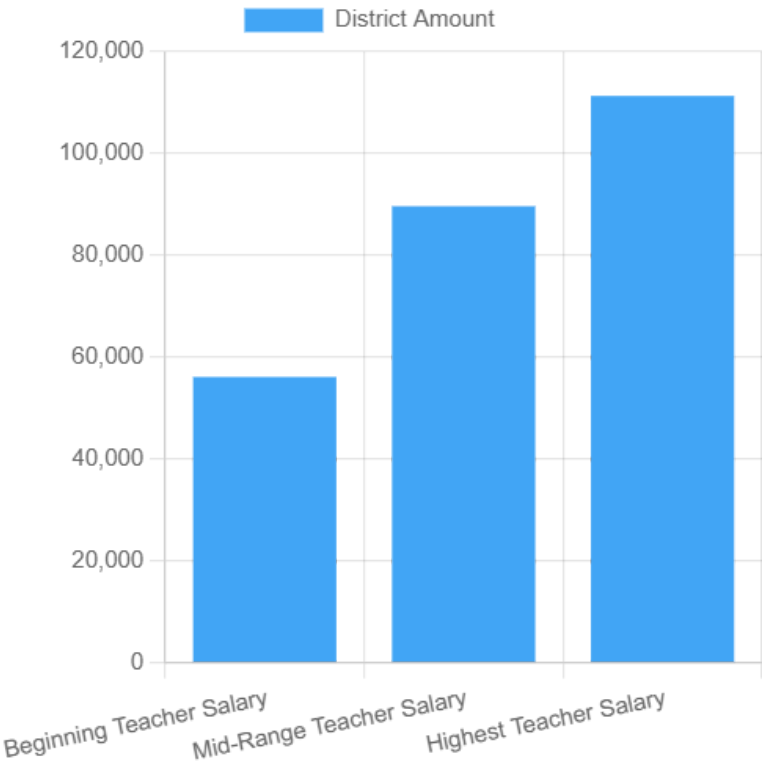
Designated English Learning Development instruction: Students who were identified as English language learners were provided weekly Designated ELD instruction with their classroom teacher, using the *Data Works* curriculum.

After school programming: We continued to partner with *Woodcraft Rangers* to provide students after school enrichment and child care every school day. Woodcraft Rangers is a nonprofit organization that provides expanded learning opportunities through comprehensive before-school, after-school, and enrichment programs for elementary-aged students. The program is designed to support students' academic achievement, social-emotional development, and overall well-being in a safe, structured, and engaging environment. Through a combination of academic support, enrichment activities, physical activity, and youth development programming, Woodcraft Rangers complements the school-day instructional program. Activities are aligned to state priorities for expanded learning and emphasize leadership development, collaboration, creativity, and positive behavior. The program also prioritizes family engagement and equitable access, ensuring that students from diverse backgrounds are supported beyond the traditional school day. At Stella Elementary Charter Academy, Woodcraft Rangers serves as a valued partner in providing high-quality extended learning opportunities that reinforce school expectations and contribute to a well-rounded educational experience for students.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$56130.00	$60862.67
Mid-Range Teacher Salary	$89655.00	$93575.04
Highest Teacher Salary	$111314.00	$125548.29
Average Principal Salary (Elementary)	$130917.00	$157644.72
Average Principal Salary (Middle)	$143032.00	$165340.66
Average Principal Salary (High)	$145310.00	$182579.89
Superintendent Salary	$440000.00	$357064.20
Percent of Budget for Teacher Salaries	24.53%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	32	32	32