

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

Address: 1600 W. Imperial Hwy.
Los Angeles, CA , 90047-4810

Principal: Darryl Garris, Principal

Phone: (424) 789-8337

Grade Span: 9-12

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

Darryl Garris, Principal

📍 Principal, Stella High Charter Academy

About Our School



Contact

Stella High Charter Academy
1600 W. Imperial Hwy.
Los Angeles, CA 90047-4810

Phone: [\(424\) 789-8337](tel:(424)789-8337)

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 High Charter Academy
Street	1600 W. Imperial Hwy.
City, State, Zip	Los Angeles, CA , 90047-4810
Phone Number	(424) 789-8337
Principal	Darryl Garris, Principal
Email Address	dgarris@brightstarschools.org
Website	https://www.brightstarschools.org/shca
Grade Span	9-12
County-District-School (CDS) Code	19647330112508

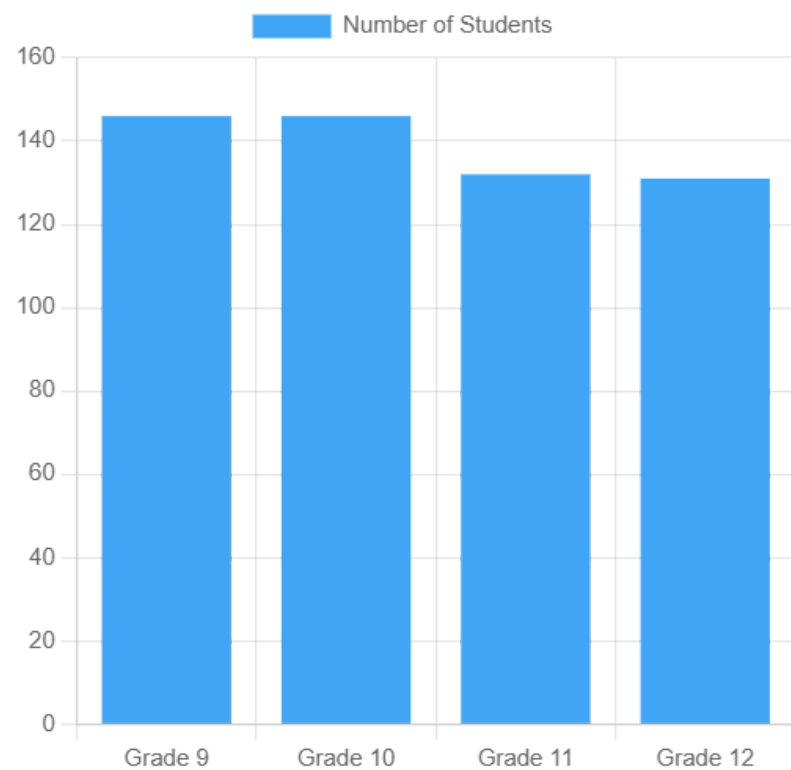
School Description and Mission Statement (School Year 2025–26)

At Stella High Charter Academy, everything that we do is about building a strong community and strong relationships so that our students thrive.

We are a small school where we know every student and support each students' academic and social-emotional needs individually. After graduation, we continue to stand by our alumni with up to 6 years of individualized higher education support.

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

Grade Level	Number of Students
Grade 9	146
Grade 10	146
Grade 11	132
Grade 12	131
Total Enrollment	555



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

Student Group	Percent of Total Enrollment
Female	46.10%
Male	53.00%
Non-Binary	0.60%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	17.50%
Filipino	0.00%
Hispanic or Latino	80.70%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	1.30%
White	0.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	13.50%
Foster Youth	0.40%
Homeless	1.70%
Migrant	0.00%
Socioeconomically Disadvantaged	96.00%
Students with Disabilities	16.90%

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)	19.00	74.88%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	3.92%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.40	17.27%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.92%	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	25.40	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)	13.40	53.91%	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)	7.70	31.01%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.70	11.03%	1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA	1.00	4.01%	971.50	3.59%	14303.80	5.15%
Total Teaching Positions	24.90	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)	20.00	70.86%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.50	5.30%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.80	17.15%	1899.50	7.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	4.70%	946.90	3.50%	12112.80	4.34%
Unknown/Incomplete/NA	0.50	1.94%	613.60	2.27%	13705.80	4.91%
Total Teaching Positions	28.20	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	2.00	1	1.80
Misassignments	2.30	6.7	3.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	4.40	7.7	4.80

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	2.7	1.30
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	1.00	2.7	1.30

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)	11.3%	29%	15.90%
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%	8.4%	3.70%

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	SpringBoard - The College Board	0
Mathematics	AP Calculus: Math Medic: Starah Stecher. Math Medic AP Calculus, 2025 AP Precalculus: Math Medic: Sarah Stecher, Barb Montgomery. Calc Medic AP Precalculus. Calc Medic, 2024 Statistics: Wilcox, Luke and Gallas, Lindsey. Math Medic AP Statistics. Math Medic (2025) Algebra II: Illustrative Mathematics Geometry: Illustrative Mathematics Algebra I: Illustrative Mathematics	0
Science	Biology: Biology (Miller & Levine, 2020) Chemistry: ChemMatters; American Association of Chemistry Teachers (AACT), 2024 Physics: OpenSciEd	0
History-Social Science	World History & US History: Thinking Nation	0
Foreign Language	Spanish 1: Encuentros 1; Vista (2025) Spanish 2: Encuentros 2, Galería 1; Vista (2025) AP Spanish Language: Temas; Vista (2025)	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	N/A	0
Visual and Performing Arts		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

SHCA is currently in good operational standings. All necessary items are serviced yearly and any and all improvements are done on a needed basis. SHCA recently upgraded their student serving area by upgrading electrical, adding hot water access, building out a kitchen space, and food storage area to better serve students. They also plan to upgrade the NLCC lot by repaving areas of need.

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	Upgraded their electrical and built out a high functional student food serving area
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
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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)	62%	61%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	16%	22%	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	125	120	96.00%	4.00%	61.34%
Female	65	61	93.85%	6.15%	66.66%
Male	60	59	98.33%	1.67%	54.23%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	20	19	95.00%	5.00%	57.89%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	102	100	98.04%	1.96%	61.61%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	14	12	85.71%	14.29%	25.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	119	115	96.64%	3.36%	59.65%

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	23	22	95.65%	4.35%	36.37%

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	125	120	96.00%	4.00%	21.66%
Female	65	60	92.31%	7.69%	15.00%
Male	60	60	100.00%	0.00%	28.33%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	20	19	95.00%	5.00%	15.79%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino	0	0	0%	0%	0%
Hispanic or Latino	102	99	97.06%	2.94%	23.23%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	14	13	92.86%	7.14%	30.77%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	119	114	95.80%	4.20%	21.93%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	23	22	95.65%	4.35%	13.64%

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.

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	23.66%	28.34%	21.89%	24.78%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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 Science by Student Group**Grades Five, Eight and High School (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	124	120	96.77%	3.23%	28.34%
Female	64	60	93.75%	6.25%	21.66%
Male	60	60	100.00%	0.00%	35.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	20	19	95.00%	5.00%	15.79%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	102	99	97.06%	2.94%	31.31%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	14	13	92.86%	7.14%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	118	114	96.61%	3.39%	28.07%

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	23	22	95.65%	4.35%	13.64%

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.

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	99.64%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	96.50%

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 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
9	100%	.7%	.7%	100%	.7%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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.

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)

At Stella High Charter Academy (SHCA), we strongly believe in developing the student holistically, with the support of our parents and family members. As such, we provide a variety of opportunities and supports for families to take an active role in the educational success of their student. We also see it as our responsibility to assist our students and families in overcoming challenges to ensure successful outcomes for the students we serve. In the 2025-2026 school year, family events are offered online and in-person. The following is a list of initiatives the school implements to assist our families:

- Parent Education & Engagement Events: SHCA is committed to educating and engaging our parents through events such as parenting workshops, Coffee and Chat with the Principal, informational parent meetings, financial planning workshops, and speakers to address pertinent issues facing our families.
- Parent Volunteer Opportunities: SHCA offers a variety of opportunities for parents to volunteer their time or donate resources. Parents can get involved in school activities as chaperones and coordinators, and they can join or attend meetings with our School Site Council and English Learner Advisory Committee.
- In the 2025-2026 school year, Stella High is a recipient of the Community Schools implementation grant. Family and community members are encouraged to join the Community Schools Advisory Council to support with the school's needs assessment and implementation planning.

State Priority: Pupil Engagement

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

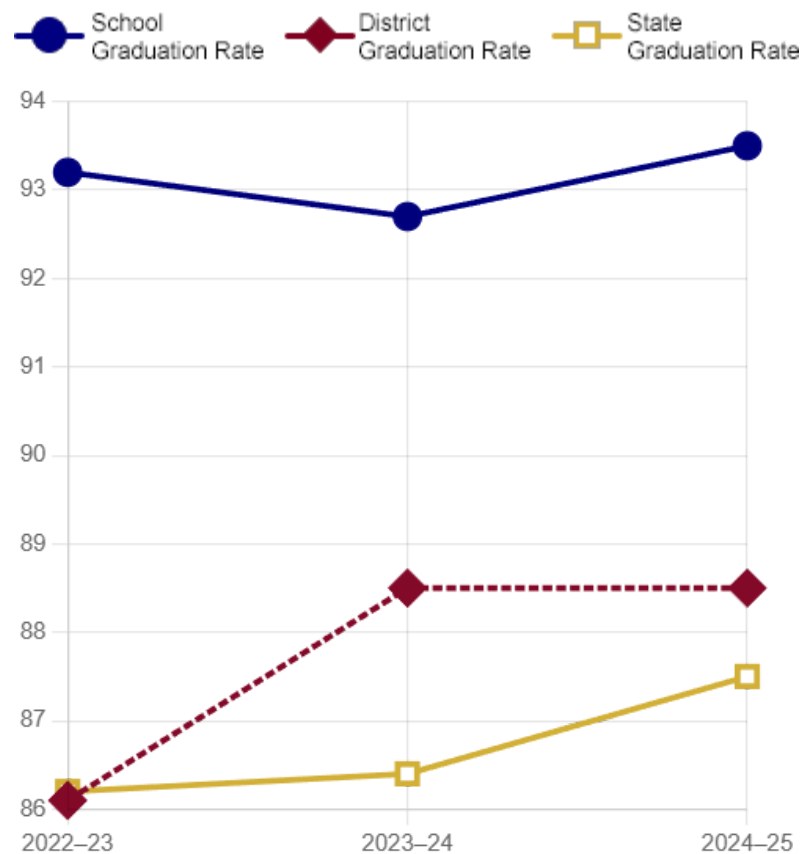
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

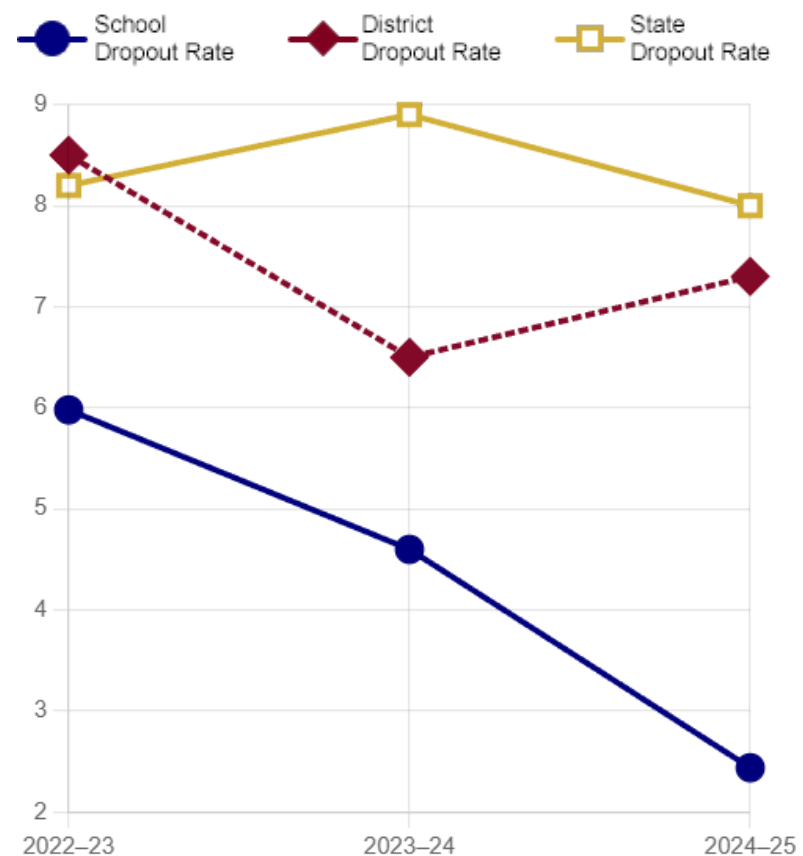
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	93.2%	92.7%	93.5%	86.1%	88.5%	88.5%	86.2%	86.4%	87.5%
Dropout Rate	5.98%	4.6%	2.44%	8.5%	6.5%	7.3%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	123	115	93.5%
Female	51	47	92.2%
Male	72	68	94.4%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	16	15	93.8%
Filipino	0	0	0.00%
Hispanic or Latino	107	100	93.5%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	0	0	0.00%
English Learners	39	35	89.7%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	121	113	93.4%
Students Receiving Migrant Education Services	0.0	0.0	0.0%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students with Disabilities	18	18	100.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

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	582	562	165	29.4%
Female	272	260	94	36.2%
Male	307	299	69	23.1%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	106	100	40	40.0%
Filipino	--	--	--	--
Hispanic or Latino	466	452	119	26.3%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	83	78	25	32.1%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	551	535	160	29.9%

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	101	94	29	30.9%

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	3.20%	3.90%	1.70%	0.55%	0.00%	0.51%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.35%	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	1.7%	0.00%
Female	3.3%	0.00%
Male	0.3%	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	7.5%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.4%	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%
Homeless	--	0.00%
Socioeconomically Disadvantaged	1.8%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%

Student Group	Suspensions Rate	Expulsions Rate
Students with Disabilities	1%	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 annually. SHCA renewed its plan with School Site Committee which includes key stakeholders such as faculty, family, and student representatives on 12/17/25. 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 (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	12	18	2
Mathematics	24.00	5	12	2
Science	29.00	2	7	6
Social Science	24.00	7	13	2

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	6	20	1
Mathematics	25.00	7	12	
Science	28.00	2	12	2
Social Science	29.00	4	13	1

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	6	18	2
Mathematics	26.00	5	13	0
Science	29.00	1	12	4
Social Science	31.00	0	9	5

* 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.

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

Title	Ratio
Pupils to Academic Counselor*	111

* 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)	5.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.30
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	1.60

* 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.

** "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	\$21736.52	\$5846.67	\$15889.85	\$77924.71
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)

Stella High Charter Academy (SHCA) is a college-preparatory high school that supports all students in creating a viable post-secondary plan. In addition to our rigorous core academic program, SHCA offers multiple free supplemental academic support classes and an enrichment program before, after and during the school day.

The Counseling Program is a comprehensive program designed to meet the academic, social, and emotional needs of our our students (the majority of whom come from low-income and traditionally underserved communities). The program consists of four strategic initiatives: Student Services, Family Services, Character Education and Alumni Support. BSS designed the Counseling Program so that every student will have an ally on staff whose purpose is to help them graduate from high school quipped with a viable plan for post-secondary education or career. The Counseling Program provides every BSS student with individual guidance counseling, academic support, and social service referrals from their personal advocate.

The role of the Counselor is to gather information about their student's school and home life, interests, goals and aspirations as well as to identify gaps where additional supports are needed, such as tutoring, enrichment classes, and social services referrals. Together, students and their Counselors set short- and long-term academic and personal goals and discuss progress towards these goals during regular check-ins. Counselors attend staff meetings to discuss their students with classroom instructors (during grade level meetings) and work with local service providers to connect families with the social supports they need (e.g. domestic violence prevention, computer literacy workshops, job trainings, immigration law attorneys, mental health counseling, family planning, financial planning). The team of Counselors leads family activities and monthly Parent Education workshops.

In the 2023-2025 school year we offered weekly tutoring sessions with teachers during Office Hours (twice per week per teacher).

SHCA's partnership with After-School All-Stars, students are provided with several opportunities for students to develop their interests and express themselves through the following enrichment classes:

ASB Leadership

Cooking

Tutoring / Academic Support

Sports Conditioning

SHCA is also a member of CIF and offers the following competitive sports:

Baseball

Basketball (Boys & Girls)

Cross-Country (Boys & Girls)

Flag Football

Esports

Softball

Soccer (Boys & Girls)

Swimming (Boys & Girls)

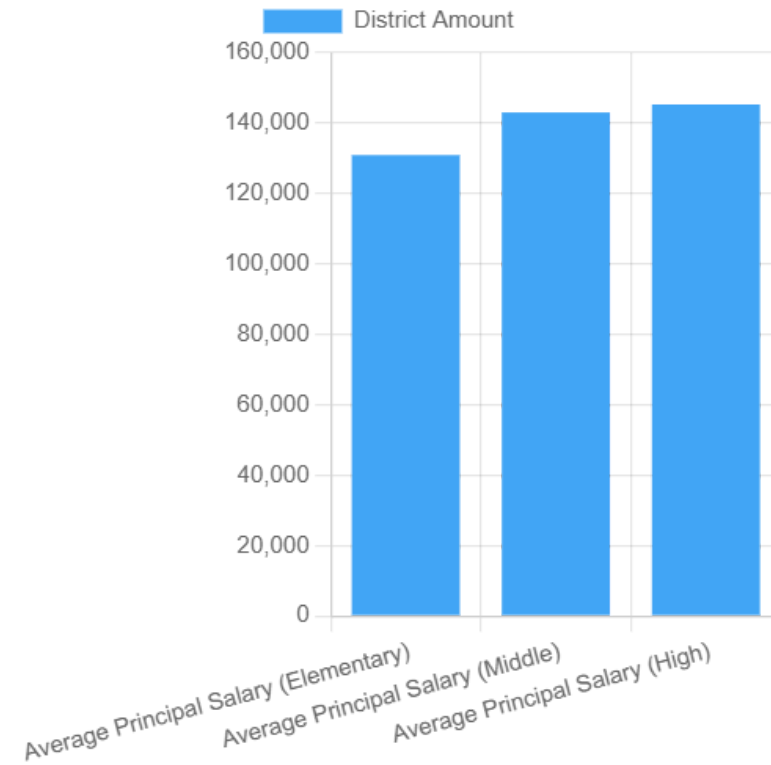
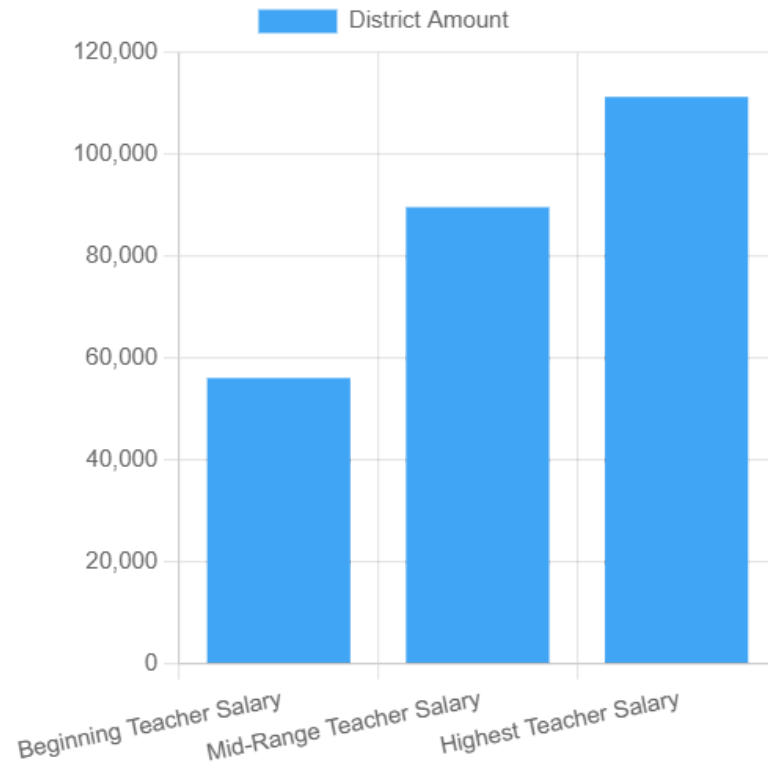
Track & Field (Boys & Girls)

Volleyball (Boys & Girls)

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/>.



Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 26.3 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	0
Total AP Courses Offered*	3

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	9	10	10