

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

Address:	4301 West Martin Luther King Jr. Blvd. Los Angeles, CA , 90008-1719	Principal:	Ginnia Hargins, Principal
Phone:	(323) 406-7155	Grade Span:	5-8

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

Ginnia Hargins, Principal

Principal, Stella Middle Charter Academy

About Our School



Contact

Stella Middle Charter Academy
4301 West Martin Luther King Jr. Blvd.
Los Angeles, CA 90008-1719

Phone: [\(323\) 406-7155](tel:(323)406-7155)
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 Middle Charter Academy
Street	4301 West Martin Luther King Jr. Blvd.
City, State, Zip	Los Angeles, CA , 90008-1719
Phone Number	(323) 406-7155
Principal	Ginnia Hargins, Principal
Email Address	ghargins@brightstarschools.org
Website	http://www.brightstarschools.org/smca
Grade Span	5-8
County-District-School (CDS) Code	19647330100669

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

Vision: Bright Star students will become leaders who act with integrity and champion equity to enrich our communities and the world.

Mission: At Bright Star Schools, our mission is to provide holistic, inclusive support for all students to achieve academic excellence and grow their unique talents so that they find joy and fulfillment in higher education, career, and life.

Values: Ubuntu, Integridad, Kohyang, and Growth

Inclusive, Holistic Support For All Students: With inclusive support and a low student-to-counselor ratio for all Bright Star students in every grade, we work together with families to ensure all of our students succeed in our schools. Students of all abilities and all backgrounds are welcome here. All students experience rigorous academics, holistic support, and rich life opportunities beyond the classroom.

Commitment to Anti-Racism: We will continue our mission and vision to develop the next generation of activists and leaders at our schools, who will act with integrity and champion equity to enrich our communities and the world. We are also committed to dismantling institutionalized racism of all forms, starting with our own organization. This is our responsibility and our great purpose.

Stella Commitments (for scholars and staff):

BE SAFE: I commit to keeping myself and others safe.

BE INCLUSIVE: commit to leaving no community member behind.
SEEK DIVERSITY: I commit to seeking diversity of perspective.
BE KIND: I commit to speaking to the person, not about the person.
BE THOUGHTFUL: I commit to speaking from my heart, but using my head.
WORK HARD: I commit to working the Compass.
BE ACCOUNTABLE: I commit to walking my talk.
BE BRAVE: I commit to showing up with valor.

Our Programs:

Standards-aligned, college-ready curriculum in Math, ELA, Science, History, Visual Arts, Music, and Physical Education, in 5th - 8th grades

1 Counselor per grade level , offering academic, socioemotional, career, and wraparound supports

Inclusive Education program for exceptional learners / students with special needs

Compass Socioemotional Learning Program

Standards-based grading

Student activities, clubs, Stellabration, and more!

Life Experience Lessons (out of town trips)

Intervention Classes

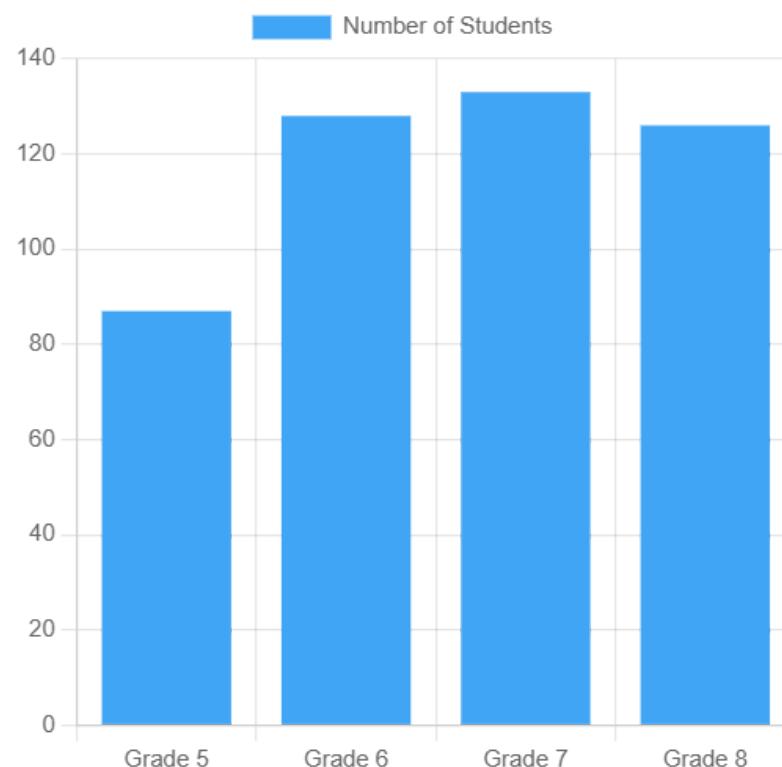
Tutoring provided by content teachers

Woodcraft Rangers After-School Program including sports, arts, and academics, until 6:00 pm

And more!

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

Grade Level	Number of Students
Grade 5	87
Grade 6	128
Grade 7	133
Grade 8	126
Total Enrollment	474



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

Student Group	Percent of Total Enrollment
Female	51.40%
Male	49.00%
Non-Binary	0.20%
American Indian or Alaska Native	0.20%
Asian	0.00%
Black or African American	17.30%
Filipino	0.00%
Hispanic or Latino	79.70%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.90%
White	0.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	25.50%
Foster Youth	0.40%
Homeless	1.50%
Migrant	0.00%
Socioeconomically Disadvantaged	95.40%
Students with Disabilities	15.00%

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)	14.40	73.85%	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)	3.20	16.87%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	9.23%	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	19.50	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)	14.70	69.23%	22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.90	9.35%	1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.50	16.63%	1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.70%	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	21.20	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)	15.40	78.87%	22261.70	82.36%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.90	9.88%	1309.30	4.84%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.20	11.20%	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	19.60	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	1.00	1.5	1.60
Misassignments	2.20	2	0.50
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.20	3.5	2.20

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	1.80	1	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	1.80	1	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)	12.2%	9.1%	2.70%
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%	0.9%	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: November 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	Expeditionary Learning Curriculum (adopted in 2019-2020 school year) - All novels and materials provided for students 1:1.	0
Mathematics	Illustrative Mathematics (adopted 2020-2021 school year) - All workbooks or printed materials provided for students 1:1.	0
Science	Amplify Science Curriculum (adopted 2024-2025 school year) - All online or printed materials provided to students 1:1.	0
History-Social Science	Achievement First History Curriculum & Thinking Nation as Supplementary Materials 7th & 8th Grade Courses (adopted 2024-2025) - Access via Google Classroom, Printed materials;	0
Foreign Language	English Language Development: National Geographic Lift & Inside the USA for Newcomers (adopted 2025-2026) - Printed materials	0
Health	N/A	0
Visual and Performing Arts	Music Curriculum: Alfred's Essentials of Music Theory (adopted 2023-2024) - Music Books and printed materials provided to students 1:1.	0
Science Lab Eqpmnt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

SMCA is currently in good operational standings. All necessary items are serviced yearly and any and all improvements are done on a needed basis. SMCA did preventative and upkeep work that includes replacing faucets, painting interior spaces, and power washing outdoor spaces.

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	Repaired all student restroom faucets not working properly
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)	44%	40%	43%	46%	47%	48%
Mathematics (grades 3-8 and 11)	20%	19%	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	Not Tested	Percent Met or Exceeded
All Students	464	456	98.28%	1.72%	40.09%
Female	238	234	98.32%	1.68%	43.78%
Male	225	221	98.22%	1.78%	36.36%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	76	74	97.37%	2.63%	44.59%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	374	369	98.66%	1.34%	39.78%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	100	94	94.00%	6.00%	9.68%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	442	436	98.64%	1.36%	38.71%

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	72	70	97.22%	2.78%	21.43%

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	464	461	99.35%	0.65%	19.31%
Female	238	237	99.58%	0.42%	20.25%
Male	225	223	99.11%	0.89%	18.38%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	76	74	97.37%	2.63%	22.98%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino	0	0	0%	0%	0%
Hispanic or Latino	374	373	99.73%	0.27%	19.30%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	100	99	99.00%	1.00%	4.04%
Foster Youth	--	--	--	--	--
Homeless	0	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	443	441	99.55%	0.45%	19.05%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	72	70	97.22%	2.78%	4.29%

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)	19.61%	22.33%	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	Not Tested	Percent Met or Exceeded
All Students	212	206	97.17%	2.83%	22.33%
Female	105	102	97.14%	2.86%	17.65%
Male	107	104	97.20%	2.80%	26.93%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	37	35	94.59%	5.41%	17.15%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	169	165	97.63%	2.37%	24.24%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	40	38	95.00%	5.00%	2.63%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	201	196	97.52%	2.48%	22.45%

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	37	34	91.89%	8.11%	14.7%

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: 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
5	93.7%	93.7%	96.2%	93.7%	96.2%
7	100%	100%	100%	100%	100%

Note: The administration 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)

We've created meaningful ways for families to get involved, whether through serving on committees like the English Learner Advisory Committee (ELAC), School Site Council (SSC), or Community School Advisory Council. These groups give parents and caregivers an authentic voice in shaping the direction of our school.

Families can also connect with us through volunteering, parent-teacher conferences, Tea/Coffee with the Principal, or participating in our family workshop nights. These moments are more than just activities—they're opportunities to build lasting partnerships and ensure every student gets the support they need to succeed.

To meet the needs of our families, we offer in-person and Zoom formats where families can participate and widen our reach. Together, we're creating an environment where everyone belongs, every voice matters, and every student has a strong foundation to achieve their goals.

Contact Information

Marina Sandoval, Community School Manager, 323-954-9957 Ext 3108

Victor Perez, Family Engagement Coordinator

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 Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	488	483	106	21.9%
Female	250	248	47	19.0%
Male	237	234	58	24.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	88	85	28	32.9%
Filipino	--	--	--	--
Hispanic or Latino	385	384	71	18.5%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	126	126	27	21.4%
Foster Youth	--	--	--	--
Homeless	11	11	7	63.6%
Socioeconomically Disadvantaged	467	463	100	21.6%

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	78	76	25	32.9%

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	1.22%	0.20%	0.80%	0.55%	0.00%	0.51%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.20%	0.20%	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	0.8%	0.20%
Female	0.00%	0.00%
Male	1.7%	0.4%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	2.3%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.5%	0.3%
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	0.86%	0.21%
Students Receiving Migrant Education Services	0.00%	0.00%

Student Group	Suspensions Rate	Expulsions Rate
Students with Disabilities	1.28%	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. SMCA renewed its plan with School Site Committee which includes key stakeholders such as faculty, family, and student representatives on 12/2/25. 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	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	25.00	0	18	0
6	31.00	2	12	16
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				
1				
2				
3				
4				
5	28.00		21	
6	33.00		9	15
Other**	14.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5	29.00	1	21	0

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
6	27.00	10	20	6
Other**	8.00	2	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 (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	26.00	4	15	0
Mathematics	27.00	3	10	5
Science	32.00	0	7	8
Social Science	33.00	0	3	9

* 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	25.00	2	8	
Mathematics	25.00	2	8	
Science	31.00		7	1
Social Science	31.00		8	

* 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	29.00	1	5	3
Mathematics	29.00	1	6	2
Science	29.00	1	4	4
Social Science	29.00	1	5	3

* 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*	118.5

* 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)	4.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.30
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	
Other**	5.20

* 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	\$22325.69	\$8881.63	\$13444.06	\$74911.83
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.

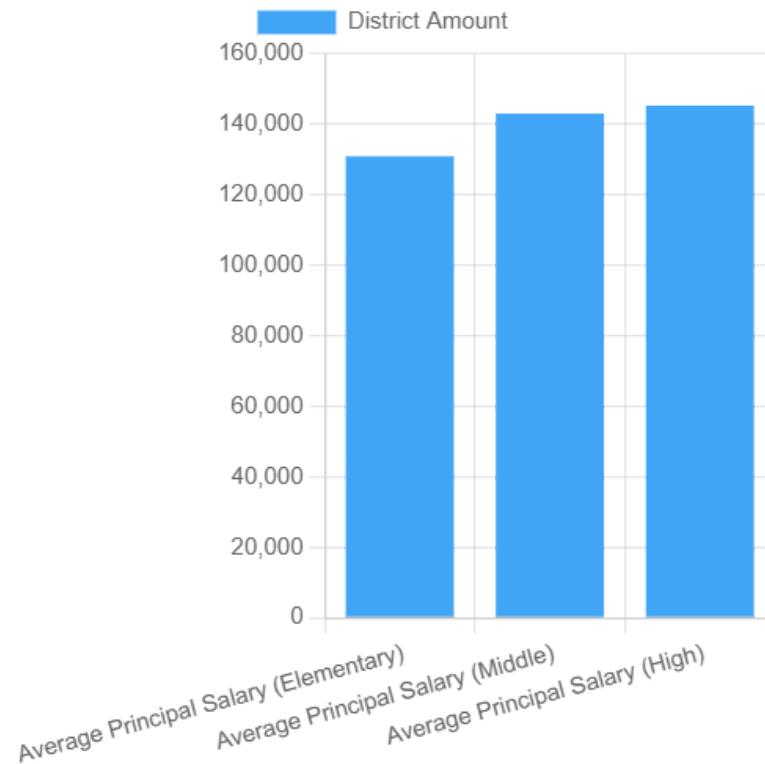
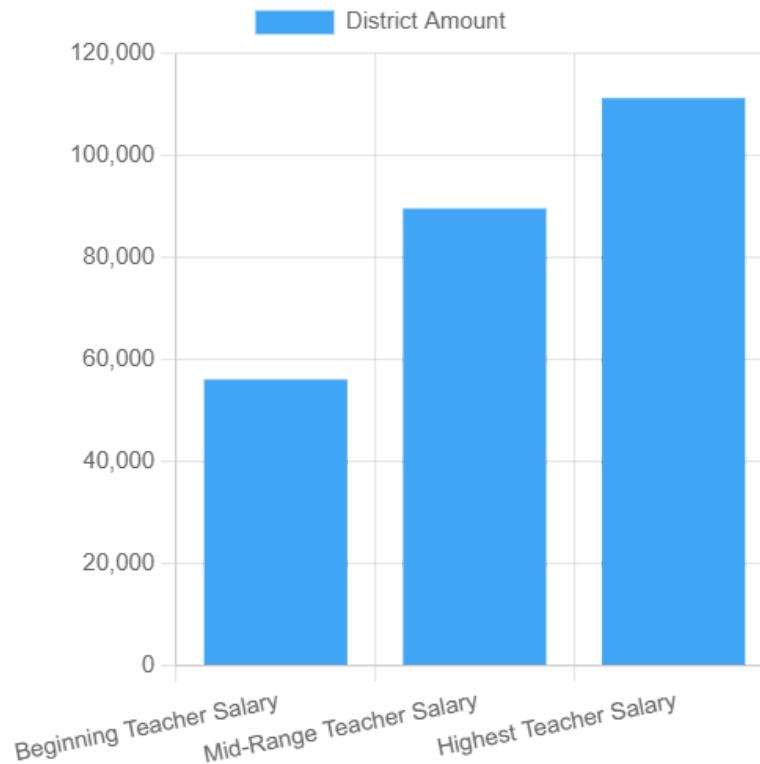
Types of Services Funded (Fiscal Year 2024–25)

- Woodcraft Rangers After School Program
- Counseling Program
- Compass Social-Emotional Learning Program
- WEB Crew Mentorship
- Tutoring
- Intermural Sports
- Designated English Language Development
- Services required per students' IEPs
- Life Experience Lesson Field Trips

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	28	33	31