Stellar Charter School

5885 East Bonnyview Rd • Redding, CA 96001-4535 • 530-245-7730 • Grades K-12
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Redding Elementary School District

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School Description

Stellar Charter School is a PreK-12th grade personalized learning public charter school.

The mission of Stellar Charter School is to prepare students of all grade levels for the future by providing knowledge and skills to achieve academic excellence, personal growth, and success as a responsible member of the community. Stellar Charter School will support and enable parents who have elected to educate their children in the home with a myriad of technological resources and foster a community of learners who view education beyond the traditional four walls of the classroom.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	

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 Credentials for Stellar Charter School	17-18	18-19	19-20
With Full Credential	14	15	14
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Redding Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	136
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Stellar Charter School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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).

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)
Stellar Charter School chooses comprehensive and engaging textbooks aligned with California Standards.

Textbooks and Instructional Materials

Year and month in which data were collected: October, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McMillian McGraw-Hill Wonders(K-5) McDougal Littell (6-8) Holt Rinehart Winston Elements of Literature (9-12) Accelerated Reader (K-8) Sadlier Oxford Phonics (K-3) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	McMillian McGraw-Hill Everyday Math (K-2) McMillan McGraw-Hill - My Math! (3-5) McMilllan McGraw-Hill My Math! (6-8) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Pearson Scott Foresman (K-5) Pearson Prentice Hall Focus on Earth Science (6) Pearson Prentice Hall Focus on Life Science (7) Pearson Prentice Hall Focus on Physical Science (8) Tarbuck Earth Science (9-12) Miller and Levine Hall Biology (9-12) McDougall Littell World of Chemistry (9-12) Paul Hewitt Conceptual Physics (9-12) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	McMillan-McGraw Hill - Impact! (K-8) Holt World Geography Today (9) Holt American Nation (10) Holt World History (11) Holt American Government (12) Holt Economics (12) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Foreign Language	Holt McDougal Littell **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Health	Holt Health (9-12) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)
The Redding School District makes great efforts to ensure that all schools are clean, safe, and functional. In 2016 the District and the Board of Trustees authorized a Facilities Needs Assessment in order to identify our facilities needs over the next decade. To support the assessment effort, in 2018 the community passed a $28 million facilities bond to repair, renovate, and modernize all District schools. Since the bond passed in 2018 the District has used the Facilities Needs Assessment to plan out the Bond Initiatives.

In addition to the local bond the District is seeking any State Modernization matching funds on a percentage basis, to assist with the expenditures for any major planned modernization work projects.

The District's Grounds and Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs, the maintenance department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Stellar Charter School is housed at the Redding School District's Education Center and currently has nine classrooms, a ceramics studio, and a school office. A Charter School Implementation Grant funded the construction of a technology lab and a state-of-the-art science lab. It also funded the purchase of a van to provide transportation for our students who serve as science and history docents. Stellar has a fully equipped playground, including basketball and wallball courts. Student restrooms and the library were remodeled in 2004-2005. Two new portables were added in the summer of 2007. Two additional portables and a new ceramics studio were added in the summer of 2009. A 12X40 shade structure was added in December 2015. Perimeter security fencing was raised to 6 foot, standard throughout District, in November 2016. Outdoor hydration stations were added in 2017.

More facts about the condition of our school buildings is available in School Facility Good Repair Status. This report was called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams Legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the OPSC web site.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/21/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Quarterly maintenance is provided to all units.
Interior: Interior Surfaces	Poor	Carpets are on a rotating repair schedule. We are looking into replacing this carpet in 2020.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Monthly pest control contracts are in place for preventative measures.
Electrical: Electrical	Good	Network upgrades were implemented to support a new bell, PA, and security system.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Lead testing was conducted to ensure that all drinking sources are safe.
Safety: Fire Safety, Hazardous Materials	Good	Continued staff training on school site safety and fire hazards conducted during the monthly safety meetings.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

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

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	**	**	**
7	16%	21%	11%
9	30%	9%	22%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Stellar Charter School recognizes the primary role that family plays in child development, and we encourage parental involvement. The Parent Advisory Committee (PAC) acts as a support for teachers and helps plan various school activities and supports school programs. The PAC also gives input on curricular and governance decisions. Please contact the school at 530-245-7730 to find out more about volunteer opportunities at Stellar Charter.

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.

School Safety Plan
Stellar has a comprehensive Safe School Plan which addresses disaster and emergency procedures. We review and update the plan annually. We conduct monthly inspections to identify and correct potentially unsafe conditions. We hold monthly fire and lockdown drills. A site representative attends monthly district safety committee meetings to address safety issues. We have a closed campus and all visitors must register with the office before entering the campus.

Stellar Charter School maintains a safe and friendly campus. Staff and students have developed a school atmosphere that is orderly and respectful. We encourage students to be responsible citizens. It is a privilege to attend classes at Stellar, and teachers, parents and staff work together to ensure a safe and bully free campus.

Parents and staff work together closely to help students make positive choices. Detentions and suspensions are rare. Commonly used disciplinary actions include conflict resolution discussions, and individualized behavior plans. Stellar students know what it means to be safe, responsible, and respectful and adopt the motto "Kindness is the norm."

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate			
Expulsions Rate			

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate			
Expulsions Rate			

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate			
Expulsions Rate			

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.80

* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.20
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.10
Social Worker	0
Nurse	.05
Speech/Language/Hearing Specialist	.10
Resource Specialist (non-teaching)	.40
Other	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
Mathematics												
Social Science												

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	9	11	11

Staff Development

All teachers on staff possess appropriate teaching credentials in their designated subject areas. All are considered highly qualified for the purposes of the No Child Left Behind Act. We use standard district evaluation criteria. We also offer training and seminars for staff throughout the year. In 2017/18 Professional Development focused on standards based curriculum, teaching strategies, technology integration and Capturing Kids Hearts.
2017-18 - Our school has dedicated 7 days throughout the school year for professional development. Teachers attend specific, grade and subject area, training throughout the year through the district, county office of education and statewide conferences.

Evaluating and Improving Teachers: The Stellar educators are a tightly knit group of professionals who make decisions as a team, with student learning and achievement as their bottom line measure of success. Standard district evaluation criteria is used to evaluate teachers. Teachers develop personal professional goals aligned to the California State Teachers Professional Standards with their principal each year and are supported throughout the year by peers, administration, professional development and materials to achieve those goals.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$8,371	$303	$8,068	$63,446
District	N/A	N/A	$6,108	
State	N/A	N/A		

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	27.7	-9.6
School Site/ State	24.3	-23.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Stellar provides reading, writing and math intervention through its Math, ELA and Study labs, a reading specialist and supplementary online and printed materials. Stellar provides reading and math intervention for Pre-K - 12th grade students .

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

Rate for Stellar Charter School	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for Redding Elementary School	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for California	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

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

Career Technical Education Programs

Stellar Charter School offers via online accredited curriculum through Apex Learning, the following programs of study: General Management, Administrative Support, Human Resources Management and Accounting.

In addition, students are offered courses through Shasta College to support CTE programs. The following departments offer courses in Career and Technical Education: Agriculture, Automotive, Business, Computer Information Systems, Equipment Operations and Maintenance, Horticulture, Industrial Technology, Administration of Justice, Office Administration, Water Treatment Technology, Welding, Natural Resources and Fire Technology.