

School Profile

Stella Middle Charter Academy is the 5-8th grades of Bright Star Schools. During the 2008-09 school year, our total enrollment was 413, with classes arranged on a traditional schedule. In partnership with parents and the community, Stella Middle Charter Academy prepares our students for success in college and life beyond. To achieve this goal, we provide a rigorous academic program, tools for good decision-making, and a culture of accountability, creativity, and compassion.

Students at Stella Middle Charter Academy have several educational benefits that are not currently part of many non-charter public schools: (1) Team Building and Character Education Development, inspired by John Wooden’s Pyramid of Success and William Glasser’s Schools without Failure ideas; (2) Spanish Literacy Program to introduce all English Language Learners (both English-only and Spanish speakers) to Spanish language and literacy; (3) Arts and Athletic Programs in which all students are exposed to different activities and experiences; (4) Out-of-class Educational Opportunities including Service Learning and experiential field trips throughout the county, state, and country. All students will be part of a school environment where at least one school administrator personally knows each student, because all administrators will also teach classes. Finally, students and parents will have assurance from the school that students will be given all the time they need to complete their educational experience prior to being promoted to the next grade, class, or level if they have not yet mastered the requisite skills.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	11.10%
American Indian	0.00%
Asian	1.00%
Caucasian	0.50%
Filipino	0.20%
Hispanic or Latino	85.60%
Pacific Islander	1.20%
Multiple or No Response	0.50%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
5th	93	118	115
6th	67	90	155
7th	67	56	84
8th	0	62	62

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from Teaching Assistants. The table

indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	41	2	-	-	30	3	30	7	31	8	-	6
Mathematics	33	-	-	-	30	4	15	7	31	2	-	6
Science	33	-	-	-	30	3	11	7	31	4	-	6
Social Science	39	-	-	-	30	3	10	7	31	2	-	6

School Climate

Safe School Plan

Safety of students and staff is a primary concern of Stella Middle Charter Academy. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on September 1, 2008 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held once a year. Students are supervised before and after school by certificated staff, classified staff, and the assistant principal, and certificated staff, classified staff, and the assistant principal supervise students during lunch. Parent volunteers help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are expected to obtain a Visitors Pass from the Connecting Place Coordinator.

Parent Involvement

Stella Middle Charter Academy has an open door policy for parents. Parents are welcome on campus and inside classrooms. We expect parents to take an active role in the education of their child. Parents are involved in overseeing and operating our lunch program. In addition, parents are asked to take part in our parking and safety program. Parents are encouraged to join our room parent council to represent the interests of their child's homeroom. Parents are invited to supervise field trips; they are also encouraged to support school-based fundraising activities.

Discipline

Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Bright Star Schools' connections policy is to: 1) ensure that students remain connected to the school culture, goals, and expectations; 2) assist students in learning to understand unacceptable behavior and actions; 3) help students learn to take responsibility for their actions; 4) support students in internalizing socially acceptable behavior and expression; and 5) create meaningful dialogue and reflection about their actions. We hold high expectations for their performance and behavior. In order to

ensure that the school is a safe and disciplined environment, we make every effort to communicate the rules to students and their parents before students even enroll. Students and parents are given copies of the school rules at Open House prior to attending. Additional copies of these items are available upon request. Additionally, students receive details regarding school rules at orientation and again in this handbook. Thus, all members of the community are fully informed of the behavior that is expected.

The Connecting Place (CP) is a room on campus where students go when their school or classroom behavior causes a breakdown in the connection with their teacher. It is also a waiting place when their behavior deems a connection between the school and their parents. This may occur when students come to school without a belt and their parents' involvement is needed before students can go back to class. The Connecting Place is all about communication. When there is no communication, our connection to each other is at risk. Involved parties must make an attempt to rebuild the connection so that work can progress and students can move forward. Time spent in CP should not be seen as a punishment. While time in CP may look like detention at other schools, it is different because the focus is on repairing broken communication or broken relationships.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area.

The school recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies and in the classroom.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0	0	0	0	0	0
Suspensions Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Expulsions	0	1	0	0	0	0
Expulsions Rate	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%

School Facilities

Stella Middle Charter Academy (5th-6th) was originally constructed in 1950 and is comprised of 10 classrooms, 1 multipurpose room/library, 1 staff lounge, and 1 playground. Recent remodeling included upgrading the data wiring, electrical, lighting, and HVAC systems, and repainting the entire facility. Grades 7th and 8th are housed at the former LAUSD 98th St. Elementary School through Prop 39 on 5431 W. 98th St, 90045. We have 9 classrooms, 1

lounge, 1 auditorium, 1 special education resource room, 1 computer lab, and a large blacktop playground. The common spaces are shared with the high school. There have been many renovations completed both by LAUSD and Stella Middle Charter Academy. Such renovations include exterior painting, technology upgrades, repaving of the asphalt, installation of outdoor lighting and additional/new/donated outdoor & indoor furniture. Some teachers repainted their own inner classrooms. Parent volunteers started a garden school beautification project with the grass areas as well.

Cleaning Process: The principals work daily with the custodial staff of 1 full-time employee to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. Highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget: The district does not participate in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year the district allocated \$0 for deferred maintenance program. This represents 0% of the district's general fund budget.

Items Inspected	Facility Component System Status			Deferred and Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Minimal supplies include beakers, pipettes, graduated cylinders, goggles and plastic gloves and aprons when needed. For more information, please call the school office.

Teachers and Support Staff

Teacher Assignment

The school recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Stella Middle Charter Academy had 6 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Number of Teachers with Credentials by School and District		
	School	District
With Full Credentials	12	34,116
Without Full Credentials	3	1,348

Teacher Misassignments	
Misassignments of Teachers of English Learners	0
Misassignments of Teachers (other)	0
Total Misassignment of Teachers	0
Vacant Teacher Positions	0

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 and 2007-08 financial statements).

	School	District	State
Beginning Teacher	47,919	39,788	42,065
Midrange Teacher	55,000	63,553	67,109
Highest Paid Teacher	79,000	78,906	86,293

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified” no later than the end of the 2007-08 school year. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Teachers
School	90.5	9.5
District	84.6	15.4

High-Poverty Schools in District	85.5	14.5
Low-Poverty Schools in District	90.6	9.4

Counseling & Support Staff

It is the goal of the school to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:69. The table lists the support service personnel available at Bright Star Schools. The personnel below services both Stella Middle Charter Academy and Bright Star Secondary, ergo we are referencing Bright Star Schools.

	Number of Staff	Full Time Equivalent
Counseling Technician	2	.7
Connecting Place Coordinator	2	1.5
Special Education Teacher	2	1.0

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers 16 staff development days annually (depending on Teacher Tier status) where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. In August, all teachers had a 3-week professional development, and a one-day development in January before the second semester began. Some teachers also went on a paid professional development in San Diego for AVID. There are also ongoing once-a-quarter meetings for the writing curriculum.

Curriculum and Instructional Materials

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home upon request. Textbooks and supplementary materials are adopted according to a cycle, making the textbooks used in the school the most current available. All recommended materials are available for parent examination at the school office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
5 th	English/Language Arts	Educators Pub Service	2004	Yes	0.0%
8 th	English/Language Arts	Educators Pub Service	1995	Yes	0.0%
5 th	English Language Arts	Write Source	2005	Yes	0.0%
6 th -7 th	English/Language Arts	Write Source	2004	Yes	0.0%
7 th -8 th	English/Language Arts	Holt, Rinehart & Winston	2001	Yes	0.0%
8 th	English/Language Arts	Scott Foresman	2000	Yes	0.0%
6 th -7 th	History/Social Studies	Teacher's Curriculum Institute	2004	Yes	0.0%
5 th	History/Social Studies	Teacher's Curriculum Institute	2003	Yes	0.0%
6 th	Mathematics	Houghton Mifflin	2002	Yes	0.0%

8 th	Mathematics	Houghton Mifflin	1992	Yes	0.0%
7 th	Mathematics	Pearson/Prentice Hall	2001	Yes	0.0%
6 th -8 th	Science	Glencoe/McGraw Hill	2001	Yes	0.0%
5 th	Science	Harcourt School Publishers	2000	Yes	0.0%
5 th -6 th	Vocabulary	Sadlier-Oxford	2008	Yes	0.0%

Curriculum Development

All curriculum development in Bright Star Schools is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Cultural & Accountability Officer, to align with the state standards, district goals, and the statewide assessment program. During the 2008-09 school year, changes to the curriculum included: the Retreat and Refocus Class (RRC). This class had a small group learning environment where the ratio of teacher to student was 1:8. These students repeated with the school and were significantly low in their skills. The teacher helped the students in this class reach their 5-6th grade standards and schoolwide goals in both these grade levels such as in writing and reading.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Los Angeles, Baldwin Hills Library which contain numerous computer workstations.

Finances

District Revenue Sources

In addition to general state funding, Stella Middle Charter Academy receives state and federal funding for the following categorical funds and other support programs: Title I Part A (Basic and Neglected), Title I Part A (Teacher Quality), Title IV Part A (SDFSCA), Title V Part A (Innovative).

District Expenditures

Bright Star Schools spent an average of \$9444 to educate each student (based on #2006-07 FY audited financial statements). The table provides a comparison of Bright Star Schools' expenditures per pupil with both Los Angeles Unified School District as well as the State of California.

Stella Middle Charter Academy Expenditures per Pupil			Expenditures per Pupil from Unrestricted Sources		Percent Difference Between School Site and LAUSD and State	
Total	Restricted Sources	Unrestricted Sources	LAUSD	State	District	State
\$10,012.08	0	10,012.08	\$4,438	\$5,512	100+	100+

Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information
Teachers – Principal - Superintendent

2008-09			
	School	District	State
Elementary School Principal	N/A	108,621	107,115
Middle School Principal	87,500	117,632	112,279
High School Principaol	80,000	120,447	122,532
Superintendent	160,000	300,000	216,356
Salaries as a Percentage of Total Budget			
Total Salaries	58	36.9	39.4
Administrative Salaries	16	5.6	5.5

Student Performance:

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceed state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts						Math						Science		
	5			6			5			6			5		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
All Students															
School	46	23	31	49	58	54	54	32	47	75	57	47	43	44	42
District	34	37	43	26	33	37	43	48	53	26	31	35	29	40	41
State	44	48	54	42	47	52	49	51	57	42	44	49	37	46	49
Males															
School	40	16	29	51	52	49	48	25	44	71	55	46	40	46	40
District	31	35	38	24	30	34	43	47	51	27	32	34	30	41	42
State	41	46	50	40	44	49	48	51	57	42	44	50	38	48	50
Females															
School	51	29	33	43	64	59	60	39	48	83	58	48	44	44	58
District	37	40	47	28	35	40	44	49	54	25	30	34	28	38	40
State	48	52	58	45	50	56	49	52	57	41	53	48	35	45	47
Socioeconomically Disadvantaged															
School	45	24	31	48	58	54	54	30	47	75	57	47	42	45	42
District	28	32	37	21	27	31	39	43	49	22	26	30	23	33	34
State	29	34	40	27	32	38	36	40	46	28	30	36	22	32	34
Black or African American															

School	*	25	21	*	*	44	*	33	29	*	*	33	*	50	29
District	28	30	36	22	27	29	30	35	40	16	20	22	21	32	34
State	32	35	42	29	33	39	32	36	42	24	20	31	22	33	35
Hispanic or Latino															
School	47	21	32	49	58	55	53	31	48	75	56	48	43	44	43
District	27	32	37	20	27	30	39	44	49	21	26	29	23	34	34
State	30	34	40	28	33	40	37	40	47	29	31	36	23	32	34
English Learners															
School	33	20	26	15	58	33	45	30	40	55	57	34	30	40	34
District	8	9	8	2	3	4	21	24	25	6	7	7	8	13	10
State	14	17	19	9	13	15	25	28	33	14	16	19	11	17	16
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup															

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts						Math			Science			Social Science		
	7			8			7			8			8		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
All Students															
School	73	75	73		79	79	81	78	71		66	95		40	60
District	31	34	38	26	31	31	23	28	27	29	40	41	21	25	30
State	46	49	54	41	45	48	39	41	43	42	52	56	35	36	42
Males															
School	74	75	76		76	72	85	79	76		74	100		44	63
District	27	29	35	21	27	28	25	29	28	30	42	43	22	28	32
State	42	44	50	37	41	44	39	42	44	45	54	57	36	39	43
Females															
School	71	77	71		82	84	75	77	66		55	92		32	57
District	34	38	43	29	34	34	22	26	27	29	37	40	20	24	29
State	51	54	59	46	50	52	38	41	32	41	50	53	33	35	41
Socioeconomically Disadvantaged															
School	72	76	72		78	78	82	78	73		67	94		39	56
District	26	28	33	21	25	26	21	24	25	25	35	37	17	21	25
State	31	34	40	26	30	33	27	30	32	29	39	42	20	22	28
Black or African American															
School	*	*	*		*	*	*	*	*		*	*		*	*
District	25	28	26	20	25	21	15	17	14	21	30	28	14	18	18
State	32	35	33	27	31	27	22	24	21	25	35	32	20	22	21
Hispanic or Latino															
School	72	77	72		76	77	83	81	72		65	94		37	54
District	24	28	31	19	25	24	20	24	23	24	35	35	15	20	24
State	32	34	36	26	31	30	27	30	30	28	38	39	21	23	25

English Learners															
School	57	81	69		78	78	70	86	67		65	94		39	59
District	3	3	4	2	2	2	5	6	6	6	10	9	2	4	4
State	10	10	13	6	8	9	13	14	16	12	18	18	6	6	8
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup															

Physical Fitness

In the spring of each year, Stella Middle Charter Academy is required by the state to administer a physical fitness test to all students in grade nine. In addition, all students have physical fitness goals and assessments on a yearly basis. The state physical fitness test measures each student’s ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the “healthy fitness zone” (HFZ). The school fitness test tests fitness in running, pushups, and sit-ups. During the 2008-09 school year, approximately 80% of the school’s fifth/seventh/ninth grade students either met or exceeded state fitness standards.

Percentage of Students in Healthy Fitness Zone		
2008-09 Test Results		
	5th Grade	7th Grade
School		
School Overall	45.50%	48.10%
School (Boys)	47.50%	40.00%
School (Girls)	43.40%	56.40%
District		
District Overall	22.40%	23.20%
District (Boys)	19.40%	22.10%
District (Girls)	25.50%	24.30%
State		
State Overall	32.40%	37%
State (Boys)	26.20%	31.60%
State (Girls)	29.20%	34.20%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup		

Accountability

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to

10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API Score and Rankings			
Year	API Score	Statewide Ranking	Similar School Ranking
2007/2008	832	9	10
2008/2009	**	**	**

** Scores were invalidated

Percentage of Students Scoring At or Above Proficiency in English Language Arts (All Students)			
Grade	2007/2008	2008/2009	Growth
5 th	23	30	+7
6 th	58	54	-4
7 th	74	73	-1
8 th	79	79	0

Percentage of Students Scoring At or Above Proficiency in Mathematics (All Students)			
Grade	2007/2008	2008/2009	Growth
5 th	32	47	+15
6 th	31	47	+16
7 th	78	71	-7
8 th (Algebra 1)	73	61	-12

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate “Adequate Yearly Progress” (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state’s standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state’s standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API Results	Yes		Yes	
Graduation Rate	N/A		Yes	

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	Bright Star Schools	LAUSD
Program Improvement (PI) Status	Not in Program Improvement	In Program Improvement
First Year in PI	N/A	2004/2005
Year in PI (2008-09)	N/A	Year 3
# of Schools Currently in PI	0	390
% of Schools Identified for PI	0	45.5%

Data Sources

Data within the SARC was provided by Bright Star Schools and Los Angeles Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Bright Star Secondary Charter Academy at 323-954-9957, www.brightstarschools.org or email at info@brightstarschools.org.