



Stellar Charter School

5885 East Bonnyview Rd • Redding, CA 96001-4535 • 530-245-7730 • Grades K-12

Heidi Schueller, Director, Principal

hschueller@rsdnmp.org

2019-20 School Accountability Report Card Published During the 2020-21 School Year



REDDING SCHOOL DISTRICT
Academic Excellence Since 1873

Stellar Charter School

5885 East Bonnyview Rd

Redding CA, 96099

(530) 225-0011

www.reddingschools.net/home

District Governing Board

Beckie Luff

President

Nathan Fairchild

Vice President

Peggy O'Lea

Clerk of the Board

Stephen Martinez

Bruce Ross

District Administration

Robert Adams

Superintendent

Robert Fellingner

Chief Business Official

Cindy Bishop

Dir. Educational Services

Cindy Trujillo

Dir. Human Resources

Tawny Cowell

Dir. Facilities/Nutrition Services

Kim Bryant

Dir. Intervention Services

Seth Hemken

Dir. Technology

School Description

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

The mission of Stellar Charter School is to build collaborative relationships, encourage flexibility, and celebrate achievement with families to meet the diverse needs of students and foster growth, passion and purpose.

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 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 webpage 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.

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	18-19	19-20	20-21
With Full Credential	15	14	13
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Redding Elementary School District	18-19	19-20	20-21
With Full Credential	♦	♦	140
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Stellar Charter School

Indicator	18-19	19-20	20-21
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Stellar Charter School chooses comprehensive and engaging textbooks aligned with California Standards.

Textbooks and Instructional Materials

Year and month in which data were collected: 9/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McMillan 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	McMillan McGraw-Hill - My Math! (K-8) CPM Core Connections Integrated I, II, and III The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	National Geographic Learning, Exploring Science (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.

During the 2020-2021 school year, the site was upgraded with many safety precautions to combat the Covid-19 Pandemic. These safety precautions include plexiglass installation, hand-sanitizing stations in every classroom and entry points, ingress and egress maps were updated, social distancing signage prominently displayed, additional staffing, and additional staff training was conducted on cleaning protocols. Handwashing sinks were also added to all the portable classrooms and air purifiers were purchased for every classroom.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 in which data were collected: 1/25/21

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	Good	Carpets are on a rotating repair schedule. 3 classrooms, the office and the staff room had floors replaced in June 2020. Plans to replace the carpet in two more rooms is scheduled for June 2021.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Monthly pest control contracts are in place for preventative measures.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Continued staff training on school site safety and fire hazards conducted during the monthly safety meetings.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Fair	
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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA		N/A		N/A		N/A
Math		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Stellar Charter School recognizes the primary role that family plays in their child's development and education; parents are an integral part of the students homeschool and enrichment program. 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 (School Year 2020-2021)

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."

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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	9

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 2018/19, 19/ and 20/21 Professional Development focused on standards based curriculum, teaching strategies from Hattie's Visible Learning and Lemov's Teach Like a Champion, technology integration and Capturing Kids Hearts.- Our school has dedicated 9 days throughout the school year for professional development focused on WASC school goals, LCAP actions and priorities, school data, and teacher annual goal development. Teachers attend specific, grade and subject area trainings 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. CSTP criteria is used to evaluate teachers. Teachers develop personal professional goals aligned to the California State Teachers Professional Standards and/or for 20/21 National Standards for Online Teaching and the iNacol Blended Learning Framework with their principal each year and are supported throughout the year by peers, administration, professional development and materials to achieve those goals.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,325	\$153	\$9,171	\$64,725
District	N/A	N/A	\$6,283	
State	N/A	N/A		

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	37.4	-9.6
School Site/ State	24.3	-23.2

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

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 .

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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.

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.