

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 School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank			7	
Similar Schools Rank			N/A	
All Students				
Actual Growth		B	32	794
Socioeconomically Disadvantaged				
Actual Growth		-	42	798
Hispanic or Latino				
Actual Growth		-	37	793

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Los Angeles (Junipero Serra Branch at 4607 S. Main St.), which contain numerous computer workstations.

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.

Adequate Yearly Progress (AYP)				
	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 School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Advanced Placement Classes

Bright Star Secondary Charter Academy encourages students to continue their education past high school. At present, Bright Star Secondary Charter Academy does not presently offer Advanced Placement (AP) courses for those students seeking to qualify for college credit. Instead, Bright Star Secondary students are able to take classes at West LA College and obtain college credit.

Advanced Placement Classes		
# of Courses	Enrollment	

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	-	-	-	-	-	-	76.2	37.2	52.9
Mathematics	-	-	-	-	-	-	83.3	35.5	51.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	23.8	66.7	9.5	16.7	50.0	33.3
Male	32.0	64.0	4.0	20.0	52.0	28.0
Female	11.8	70.6	17.6	11.8	47.1	41.2
Hispanic or Latino	22.5	67.5	10.0	17.5	47.5	35.0
Socioeconomically Disadvantaged	22.0	68.3	9.8	17.1	48.8	34.1

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 (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts									Social Science					
	9			10			11			10			11		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students															
School		63	61			50						68			
District	24	30	31	24	23	29	26	30	27	18	16	19	23	25	25
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
Males															
School		67	65			36						83			
District	21	26	28	20	21	25	25	26	25	20	18	23	25	26	28
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
Females															
School		59	56			71						47			
District	28	34	34	27	26	32	27	33	29	15	13	15	21	23	23
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
Socioeconomically Disadvantaged															
School		61	60			49						68			
District	20	27	27	20	20	25	22	25	22	14	13	16	19	20	21
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
Hispanic or Latino															
School		61	60			50						68			
District	19	25	26	18	19	23	20	23	21	13	12	15	18	19	20
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
English Learners															
School		*	50			*						*			

District	2	4	3	2	1	2	2	2	1	3	1	2	4	2	4
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Career Technical Education (CTE) Programs

Bright Star Secondary Charter Academy career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Advisors/Guidance Counselors offer additional support through various programs, including college and career counseling.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	0
What percent of the school's pupils complete a CTE program and earn a high school diploma?	0.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

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.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	-	25	18	-	-	4	-	2	3	-	-	-
Mathematics	-	16	14	-	7	6	-	-	1	-	-	-
Science	-	27	20	-	-	4	-	4	1	-	-	-
Social Science	-	27	19	-	-	3	-	4	2	-	-	-

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-

language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "*" means that the student group is not numerically significant.

Completion of High School Graduation Requirements		
School	District	State
* Data was not available at the time of publication.		

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 or www.brightstarschools.org.

Counseling & Support Staff

It is the goal of Bright Star Secondary Charter Academy 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 1:40. The table lists the support service personnel available at Bright Star Secondary Charter Academy.

Special Education Teacher 0.5
 Special Education TA 0.5
 Family Coach 0.5
 Connecting Place Coordinator 1.0

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counseling Technician	1	.5
Dean of Students	1	1
Special Education Aides	1	.5
Special Education Teacher	1	.5

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 2007-08 school year, changes to the curriculum included: adoption of Algebra II, Chemistry, and World History materials.

Data Sources

Data within the SARC was provided by Bright Star Schools and Los Angeles Unified School District, retrieved from the 2007-08 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.

Discipline & Climate for Learning

Students at Bright Star Secondary Charter Academy 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 houses 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 schoolwide 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.

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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	6	0	0	0	0
Suspension Rate	0.0%	5.6%	0.0%	0.0%	0.0%	0.0%
Expulsions	0	0	1	0	0	0
Expulsion Rate	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%

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 a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$20,104
From Restricted Sources	\$0
From Unrestricted Sources	\$20,104
District	
From Unrestricted Sources	\$9,444
Percentage of Variation between School & District	112.88%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	279.32%

District Revenue Sources

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

Dropout & Graduation Rates

Bright Star Secondary Charter Academy believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: daily partnerships, Saturday partnerships, and Vacation partnerships

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate			2.04%
Graduation Rate			91.80%

Enrollment By Grade

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

	2005-2006		2006-2007		2007-2008	
9th	0	49	71			
10th	0	0	26			

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
9th		49	66
10th			30
11th			2

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		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2004-2005
Year in PI (2008-09)	-	Year 3
# of Schools Currently in PI	-	331
% of Schools Identified for PI	-	36.37%

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 Compliant Teachers
School	93.3%	6.7%
District	79.5%	20.5%
High-Poverty Schools in District	80.7%	19.3%
Low-Poverty Schools in District	78.0%	22.0%

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
7th	English/Language Arts	Great Source	2006	Yes	0.0%

9th-12th	English/Language Arts	Warriner's	2003	Yes	0.0%
7th-12th	Foreign Language	Prentice Hall	2005	Yes	0.0%
7th-12th	Mathematics	Glencoe	2005	Yes	0.0%
7th-12th	Mathematics	Houghton Mifflin	2005	Yes	0.0%
7th	Mathematics	McDougal Littell	2003	Yes	0.0%
7th-12th	Mathematics	Wiley	2005	Yes	0.0%
7th-8th	Science	Glencoe	2004	Yes	0.0%
9th	Science	Glencoe	2004	Yes	0.0%

Parent Involvement

Bright Star Secondary 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.

Physical Fitness

In the spring of each year, Bright Star Secondary 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 2007-08 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	
2007-08 Test Results	
	9th Grade
School District	
District Overall	26.6%
District (Boys)	27.6%
District (Girls)	25.5%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Safe School Plan

Safety of students and staff is a primary concern of Bright Star Secondary 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.

School Facilities

Bright Star Secondary Charter Academy 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. Cleaning Process: The principal works 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 are 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 2007-08 school year the district allocated \$0 for deferred maintenance program. This represents 0% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 01/16/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & 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			

School Profile

Bright Star Secondary Charter Academy is the high school of Bright Star Schools. During the 2007-08 school year, 97 9th-10th grade students were enrolled at the school, with classes arranged on a traditional schedule.

In partnership with parents and the community, Bright Star Secondary 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 Bright Star Schools will 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 Bright Star Academy 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	
2007-08	
	Percentage
African American	6.1%
American Indian	0.0%
Asian	0.0%
Caucasian	0.0%
Filipino	0.0%
Hispanic or Latino	93.9%

Pacific Islander	0.0%
Multiple or No Response	0.0%

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).

Average Teacher Salaries	
School & District	
School	\$40,377
District	\$62,407
Percentage of Variation	35.31%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	37.89%

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. For more information, please call the school office.

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 6-11 staff development days annually (depending on Teacher Tier status) where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

Teacher & 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 districts 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		
2006-07		
	District	State
Beginning Teachers	\$39,788	\$40,721
Mid-Range Teachers	\$63,553	\$65,190
Highest Teachers	\$78,906	\$84,151
Elementary School Principals	\$104,425	\$104,476
Middle School Principals	\$116,492	\$108,527
High School Principals	\$130,984	\$119,210
Superintendent	\$300,000	\$210,769
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.7%	39.9%
Administrative Salaries	5.7%	5.5%

Teacher Assignment

Bright Star Schools recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Bright Star Secondary 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.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	0	3	4	32624
Without Full Credentials	0	2	3	3161
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners		0	1
Misassignments of Teachers (other)		0	1
Total Misassignments of Teachers		0	1
Vacant Teacher Positions		0	0

UC/CSU Course Completion

Students at Bright Star Secondary Charter Academy are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	82.4%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-
* Duplicated Count (one student can be enrolled in several courses).	

[Would you like to finalize this SARC?](#)