

School Accountability Report Card (SARC) 10-11

STARS High School, San Leandro CA

Address: 545 Estudillo Avenue

Phone: (510) 352-9200

Principal: Chad Schimke

Grade Span: 8-12

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This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2010-2011 school year.

About This School

STARS High School (SHS) is pleased to announce that the Western Association of Schools and Colleges (WASC) and the Accrediting Commission for Schools have granted STARS High School a three (3) year term of accreditation. The accreditation validates the student's transcripts to ensure that high school credits are accepted nationwide. The school program will continue its efforts in quality improvement in the areas of data based decision making, self-assessment, school community and establishing priority areas through the ongoing accreditation cycle.

SHS maintains certification with the California Department of Education (CDE). SHS holds a clear unconditional CDE certification with no corrective actions pending.

STARS High School is part of an integrated treatment program that includes special day class instruction, mental health services and school counseling services. The categorical conditions the program accepts include ED, SLD and OHI. Intake and Discharge from the program is determined by the Individualized Education Plan (IEP) team and the Intake Discharge Committee. STARS High School offers core academic instruction aligned with San Leandro Unified School District utilizing the same text materials as the district of location. Remediation and individualized instruction is provided through supplemental assistance, group and individual counseling, supplemental materials, increased support, increased attention and modification and or accommodations to the learning tasks. Services are determined by student need as reflected in the Individualized Education Plan (IEP). Goals and objectives address both academic and social emotional needs. The program is flexible, community based and supportive. Available program components include: academic instruction, independent living skills, transition activities, behavior management, behavior modification, group counseling, individual counseling, family counseling and electives.

This report was prepared on 8-12-10.

Student Enrollment

Group	Enrollment
Number of students	26
African American	50%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	25%
Pacific Islander	0%
White (not Hispanic)	25%
Multiple or No Response	0%
Socioeconomically Disadvantaged	50%
English Learners	0%
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	4
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Mis-assignments of Teachers of English Learners	0
Total Teacher Misassignments	0

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Student Performance

Academic Progress

Subject	Students Proficient and Above on California Standards Tests	Indicator	Result
English-Language Arts	<i>Data not available</i>	2009 Growth API Score (from 2009 Growth API Report)	<i>Data not available</i>
Mathematics	<i>Data not available</i>	Statewide Rank (from 2008 Base API Report)	<i>Data not available</i>
Science	<i>Data not available</i>	2009-10 Program Improvement Status (PI Year)	<i>Data not available</i>
History-Social Science	<i>Data not available</i>		

Please note- the individual referring school districts maintain records on AYP, API and CST assessments. STARS High School as a Non-public school does not have access to the district data base.

School Facilities

Summary of Most Recent Site Inspection

The school is co-located with STARS Community Services. Under the leadership of Principal Chad Schimke, the school operates three self-contained Special Education classrooms with a total capacity of thirty students. SHS is required annually to obtain fire marshal clearance from Alameda County.

Repairs Needed

The physical plant is well maintained, clean and pleasant. Minor repairs are completed quickly, there are no major repairs needed.

Corrective Actions Taken or Planned

None.

Curriculum and Instructional Materials

Postsecondary Preparation

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	100%

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	4%

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School Completion

Indicator	Result
Graduation Rate	4%

NAEP Reading, Grade 8

Level	Result
State Average Scale Score	<i>Data not available</i>
Average Scale Score - National	<i>Data not available</i>
Achievement Level - Basic	<i>Data not available</i>
Achievement Level - Proficient	<i>Data not available</i>
Achievement Level - Advanced	<i>Data not available</i>

NAEP Mathematics, Grade 8

Level	Result
State Average Scale Score	<i>Data not available</i>
Average Scale Score - National	<i>Data not available</i>
Achievement Level - Basic	<i>Data not available</i>
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School Accountability Report Card Reported for School Year 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	STARS High School	District Name	San Leandro Unified School District
Street	545 Estudillo Ave.	Phone Number	510-667-3507
City, State, Zip	San Leandro CA	Web Site	www.starsinc.com
Phone Number	510-352-9200	Superintendent	Cindy M. Cathey
Principal	Chad Schimke	E-mail Address	ccathey@sanleandro.k12.ca.us
E-mail Address	cschimke@starsinc.com	CDS Code	01612916201172

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Grade Span: 8-12

School Description and Mission Statement

This section provides information about the school, its programs and its goals.

School Description

STARS High School (SHS) is pleased to announce that the Western Association of Schools and Colleges (WASC) and the Accrediting Commission for Schools have granted STARS High School a three (3) year term of accreditation. The accreditation validates the student's transcripts to ensure that high school credits are accepted nationwide. The school program will continue its efforts in quality improvement in the areas of data based decision making, self-assessment, school community and establishing priority areas through the ongoing accreditation cycle.

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This report was prepared on 8-12-10.

School Mission Statement

The mission is to provide each student with an individualized array of academic, emotional, behavioral, and vocational support in order to bring about achievement of that student's educational goals.

In order to meet this mission, staff focus on the primary goal of fostering the skills, resources, and behavior necessary to achieve a successful transition out of the program. Whenever deemed possible by the IEP team, this will include successful transition back to a main- stream educational setting and/or a high school diploma. Trust, independence, and opportunity are greatly impacted by a person's ability to demonstrate key social, emotional, and educational skills. We aim to support our students in developing skills that will foster the trust of peers and adults, create more opportunities, and allow a greater degree of independence. We believe that, with support, every student can develop these skills, and lead a satisfying life.

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Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parents and our community partners are very supportive of the services we provide at STARS High School. Parental and/or family involvement is encouraged and welcomed. This is achieved initially through our screening interviews thereafter, through 30 days placement meetings, annual IEP meetings, annual Open House and graduation ceremony, treatment team meetings, monthly family therapy sessions, and weekly contacts by teachers.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	2
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	4
Grade 3	0	Grade 10	9
Grade 4	0	Grade 11	11
Grade 5	0	Grade 12	2
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	26

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Student Enrollment

Group	Enrollment
Number of students	26
African American	50%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	25%
Pacific Islander	0%
White (not Hispanic)	25%
Multiple or No Response	0%
Socioeconomically Disadvantaged	50%
English Learners	0%
Students with Disabilities	100%

Average Class Size and Class Size Distribution (Elementary)

STARS HS does not accept students from grades K-7. There are no elementary aged students in the program.

Average Class Size and Class Size Distribution (Secondary)

STARS HS operates three self-contained Special Education classrooms with a total capacity of thirty students. The students placed in the program are grades 8-12. The class size is 10 students per classroom.

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III. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

STARS High School utilizes an efficient fire and disaster protection program that requires long-range planning; a program has been developed to protect our students, staff and visitors from such emergency situations. The conduct and action of trained personnel during the first few minutes of an emergency may not only save lives and property, but will also ensure the security of our livelihood. In instituting this program, administration and supervisors will be responsible to ensure that all employees under their supervision are completely informed and trained, and that each employee knows his/her duties or responsibilities in the event of a fire, disaster, or other emergency.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	10	5	5	<i>Data not available</i>	<i>Data not available</i>	<i>Data not available</i>
Expulsions	0	0	0	<i>Data not available</i>	<i>Data not available</i>	<i>Data not available</i>

IV. School Facilities

School Facility Conditions and Planned Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The school is co-located with STARS Community Services. Under the leadership of Principal Chad Schimke, the school operates three self-contained Special Education classrooms with a total capacity of thirty students. SHS is required annually to obtain fire marshal clearance from Alameda County. The physical plant is well maintained, clean and pleasant. Minor repairs are completed quickly, there are no major repairs needed.

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School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			NONE
Interior: Interior Surfaces	n/a	X			NONE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a	X			NONE
Electrical: Electrical	n/a	X			NONE
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a	X			NONE
Safety: Fire Safety, Hazardous Materials	n/a	X			NONE
Structural: Structural Damage, Roofs	n/a	X			NONE
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	X			NONE
Overall Rating		X			n/a

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V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	3	4	4	<i>Data not available</i>
Without Full Credential	0	0	0	<i>Data not available</i>
Teaching Outside Subject Area of Competence				n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	ALL	0
All Schools in District	<i>Data not available</i>	0
High-Poverty Schools in District	<i>Data not available</i>	0
Low-Poverty Schools in District	<i>Data not available</i>	0

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VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	8
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	0	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	0	n/a
Resource Specialist (non-teaching)	0	n/a
Other- Therapist	3	n/a
Other- Mental health aide	2	n/a
Other- Psychiatrist	0.25	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	100%	0%
Mathematics	100%	0%
Science	100%	0%
History-Social Science	100%	0%
Foreign Language	100%	0%
Health	100%	0%
Visual and Performing Arts	100%	0%
Science Laboratory Equipment (grades 9-12)	0%	100%

Please note- STARS High School as a Non-public school does not offer lab equipment, which is the responsibility of the placing school district, if applicable.

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VIII. School Finances

- Please contact Chad Schimke for additional information in this area.

IX. Student Performance

- Standardized Testing and Reporting Program

Please note- the individual referring school districts maintain records on AYP, API and CST assessments. STARS High School as a Non-public school does not have access to the district data base.

X. Accountability

- California High School Exit Examination Results
- Academic Performance Index Ranks – Three-Year Comparison
- Adequate Yearly Progress

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XI. School Completion and Postsecondary Preparation

SCHOOL COMPLETION –In August 2010, STARS High School had one graduate complete the full course of study including the CAHSEE (California High School Exit Examination) to result in a high school diploma. This number will vary greatly year to year depending on student enrollment.

POST SECONDARY PREPARATION - STARS High School has implemented programs for all SHS students in the areas of career, community and colleges. The following is brief information only – useful in reporting for the SARC.

College counseling activities- Under the direction of STARS School Counselor, students will review several secondary education choices. Examples of these choices include (but are not limited to) community college, junior college, the California State Universities (CSU) and the University of California (UC). In addition there are several training and trade school choices within the area. Examples include auto mechanics, cosmetology, business, medical assistant, and veterinary assistant (Bryman, Heald, etc.). Student choices are documented on an interest inventory, which is in turn used to complete the student's Individual Transition Plan (ITP).

Community Service – This activity teaches the skills of civic participation and helps students to develop an ethic of service and civic responsibility. Specific learning goals are tied to the needs of the community. By solving real problems and addressing real needs, students learn to apply classroom learning to a real world context.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development.

Staff development training occurs in four (4) full day staff development days and also in a series of half day staff development meetings. The regular series of meetings offer the opportunity to continue school improvement in the areas of WASC accreditation, CDE certification, student and program success.

XIII. National Assessment of Educational Progress

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NAEP Reading, Grade 8

Level	Result
State Average Scale Score	
Average Scale Score - National	
Achievement Level - Basic	%
Achievement Level - Proficient	%
Achievement Level - Advanced	%

NAEP Mathematics, Grade 8

Level	Result
State Average Scale Score	
Average Scale Score - National	
Achievement Level - Basic	%
Achievement Level - Proficient	%
Achievement Level - Advanced	%

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