

Executive Summary School Accountability Report Card, 2010–11

STARS High School, San Leandro, CA

Address: 545 Estudillo Ave San Leandro, CA 94577
Principal: Kassoria Scales (Lead Teacher)

Phone: (510) 352-9200
Grade Span: 8-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

STARS High School is accredited by The Western Association of Schools and Colleges (WASC), which granted STARS High School a three (3) year term of accreditation in Fall 2010. The accreditation recognizes the strong academic program of the school and validates the student's transcripts to ensure that high school credits are accepted nationwide. STARS High School is part of an integrated treatment program that includes special day class instruction, mental health services and school counseling services. Thirty-six students ages 13-19 are served in the program. Intake and Discharge from the program is determined by the Individualized Education Plan (IEP) team and the STARS High School Team. STARS High School offers core academic instruction aligned with San Leandro Unified School District, utilizing the same text materials. 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.

Student Enrollment

Group	Enrollment
Number of students	42
Black or African American	58%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	16%
Native Hawaiian or Pacific Islander	0%
White	26%
Two or More Races	0%
Socioeconomically Disadvantaged	50%
English Learners	0%
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	2
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%

Academic Progress²

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	N/A
Statewide Rank (from 2010 Base API Report)	N/A
Met All 2011 AYP Requirements	N/A
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	N/A
2011–12 Program Improvement Status (PI Year)	N/A

School Facilities

Summary of Most Recent Site Inspection

STARS High School is co-located with STARS Community Services, under the leadership of Kassoria Scales. The school operates three self-contained Special Education classrooms with a total capacity of thirty-six students. SHS is required annually to obtain fire marshal clearance from Alameda County.

Repairs Needed

STARS Administration works with a private contractor to ensure that repairs are made expeditiously. The building is undergoing beautification. The building has been repainted, new carpeting has been installed and new furniture has been added to the waiting area.

Corrective Actions Taken or Planned

Beautification project to be completed by March 2012.

Curriculum and Instructional Materials

Core Curriculum Area	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%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	N/A
District	N/A
State	N/A

Please contact Karly Wiley at kwiley@starsinc.com for additional information in this area.

¹ Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Completion

Indicator	Result
Graduation Rate (if applicable)	10%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

School Accountability Report Card **Reported Using Data from the 2010–11 School Year** *Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see 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

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

STARS High School is accredited by The Western Association of Schools and Colleges (WASC), which granted STARS High School a three (3) year term of accreditation in the Fall 2010. The accreditation recognizes the strong academic program of the school and validates the student's transcripts to ensure that high school credits are accepted nationwide. STARS High School is part of an integrated treatment program that includes special day class instruction, mental health services and school counseling services. Thirty-six students ages 13-19 are served in the program. Intake and Discharge from the program is determined by the Individualized Education Plan (IEP) team and the STARS High School Team. STARS High School offers core academic instruction aligned with San Leandro Unified School District, utilizing the same text materials. 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.

Contact Information (School Year 2011–12)

School		District	
School Name	STARS High School	District Name	San Leandro Unified
Street	545 Estudillo Ave	Phone Number	(510) 667-3500
City, State, Zip	San Leandro, CA 94577	Web Site	http://www.starsinc.com/ST_school.php
Phone Number	(510) 352-9200	Superintendent	Cindy M. Cathey
Principal	Kassoria Scales (Lead teacher)	E-mail Address	ccathey@sanleandro.k12.ca.us
E-mail Address	kscases@starsinc.com kwiley@starsinc.com	CDS Code	6201172

School Description and Mission Statement (School Year 2010–11)

The mission of STARS High School is to provide each student with an individualized array of academic, emotional, behavioral, and vocational support to achieve 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 to a less restrictive 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.

Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8-10	3	N/A	N/A	8-10	3	N/A	N/A	8-10	3	N/A	N/A
Mathematics	8-10	3	N/A	N/A	8-10	3	N/A	N/A	8-10	3	N/A	N/A
Science	8-10	3	N/A	N/A	8-10	3	N/A	N/A	8-10	3	N/A	N/A
Social Science	8-10	3	N/A	N/A	8-10	3	N/A	N/A	8-10	3	N/A	N/A

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

STARS High School students are supervised 100% of the time. Designated school staff monitor students at least 20 minutes before school starts, during all school activities including lunch and breaks, and for at least 15 minutes after the school day ends. A School Safety Plan covers the actions school personnel should take in emergency situations. All classrooms and the office are connected by telephone intercom.

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 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.

Fire drills occur quarterly and earthquake/disaster drills occur two times per year.

Key Elements of the School Safety Plan:

1. A Safe and Orderly environment conducive to learning
2. Disaster procedures
3. Procedures to notify teachers of dangerous pupils
4. Sexual Harassment policy
5. Child Abuse reporting procedures

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	5	12	36	N/A	N/A	N/A
Expulsions	0	0	1	N/A	N/A	N/A

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

STARS High School is co-located with STARS Community Services. STARS High School operates three self-contained Special Education classrooms with a total capacity of thirty-six 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,

STARS High School is undergoing facility beautification and modernization to ensure the safety of our students and staff. The building has been repainted, new carpeting has been installed and new furniture has been added to the waiting area.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X			
Overall Rating		Good			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	4	1	2	N/A
Without Full Credential	0	3	2	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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 Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	50%	50%
All Schools in District	N/A	N/A
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	8
Counselor (Social/Behavioral or Career Development)	.5	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	0	
Other: Therapist (2) Mental Health Specialists (2) Psychiatrist (.25)	5.25	

Note: Cells shaded in black do not require data.

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<p>Reading/Language Arts</p>	<ul style="list-style-type: none"> -Holt Literature And Language Arts Course 3rd – 6th -Hi-Lo Nonfiction Passages for Struggling Readers -Scholastic magazine -Writers inc. -Vocabulary for the High School and College Bound Students (Amsco) 	<p>Yes</p>	<p>0%</p>
<p>Mathematics</p>	<ul style="list-style-type: none"> -Algebra & Algebra 2 Mcdougal Littel/2004 -Geometry UCSMP Scott Foresman/2002 -Edhelper.com -Money Makes Sense series (Pacemaker) -Consumer math and survival tests -Key to: Four math processes, fractions, decimals, percentages, algebra, and geometry (Rasmussen) 	<p>Yes</p>	<p>0%</p>
<p>Science</p>	<ul style="list-style-type: none"> -Life Science Holt Rinehart Winston/2007 -Biology Prentice Hall/2007 -Physical Science Holt 	<p>Yes</p>	<p>0%</p>

	Rinehart Winston/2006 -Modern Chemistry -Edhelper.com		
History-Social Science	-Modern World History Mcdougal Little -United States History Ags/2001 -American Government Holt Rinehart Winston/2003 -Economics Holt Rinehart Winston/2003	Yes	0%
Foreign Language	-Realidades Prentice Hall (Spanish)	Yes	0%
Health	-Glencoe Health -AGS Life Skills Health	Yes	0%
Visual and Performing Arts	-112 Acting Games: A Comprehensive Workbook Of Theatre Games for Developing Acting Skills -A Raisin in the Sun -Scott Foresman Art: An Art Curriculum by Pearson	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	100%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	Please contact Karly Wiley at kwiley@starsinc.com for additional information in this area.			

District			
Percent Difference – School Site and District			
State			
Percent Difference – School Site and State			

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

Please contact Karly Wiley at kwiley@starsinc.com for additional information in this area.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	N/A	N/A
Percent of Budget for Administrative Salaries	N/A	N/A

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	N/A	N/A	N/A	N/A
All Students at the School	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A
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Note: Scores are not shown 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Scores are not shown 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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	N/A	N/A	N/A	N/A	N/A	N/A
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	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	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	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	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	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	N/A

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Scores are not shown 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	N/A	N/A	N/A
Similar Schools	N/A	N/A	N/A

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A
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Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	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	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	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	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met API Criteria	N/A	N/A
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011–12)

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 (ELA 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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement		N/A
Percent of Schools Currently in Program Improvement		N/A

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU* Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	10%	N/A	N/D
Black or African American	75%	N/A	N/D
American Indian or Alaska Native	0%	N/A	N/D
Asian	0%	N/A	N/D
Filipino	0%	N/A	N/D
Hispanic or Latino	25%	N/A	N/D
Native Hawaiian or Pacific Islander	0%	N/A	N/D
White	0%	N/A	N/D
Two or More Races	0%	N/A	N/D
Socioeconomically Disadvantaged	0%	N/A	N/D
English Learners	0%	N/A	N/D
Students with Disabilities	100%	N/A	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

STARS High School offers courses intended to help prepare students for Independent Living and the work force. Wood shop and bike mechanics classes are offered one time per week. These classes are open to all students.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	10
Percent of pupils completing a CTE program and earning a high school diploma	10
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	N/A
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

Advanced Placement Courses (School Year 2010–11)

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

Note: Cells shaded in black do not require data.

*Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development is offered to all school staff and occurs during three staff development days and in a series of half day staff development meetings. The STARS High School staff also meets weekly to discuss curriculum, assessments and instructional practices. Teachers are evaluated yearly. Evaluations include: classroom visits and reviews. Teachers also meet with the Lead teacher (2) times per month for supervision.

Specialized Resource Staff

STARS Community Services employs two full-time therapists, two Mental Health Specialists, one school counselor and two Instructional Aides. Specialized staff collaborate with the teachers of STARS High School.