

School Accountability Report Card

Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Starlight High School	District Name	N/A Note—Starlight HS receives students from several placing school districts.
Principal	Susan Albert	Superintendent	N/A
Street	455 Silicon Valley Blvd.	Street	N/A
City, State, Zip	San Jose, CA 95138	City, State, Zip	N/A
Phone Number	408-284-9000	Phone Number	N/A
Fax Number	408-284-9015	Fax Number	N/A
Web Site	Starsinc.com	Web Site	N/A
E-mail Address	salbert@starsinc.com	E-mail Address	N/A
CDS Code	436-942-771-045-32	SARC Contact	N/A

School Description and Mission Statement

Information about the school, its programs, and its goals.

Starlight High School is a special education non-public school serving emotionally disturbed and learning disabled students who live either in the residential community treatment facility or with their families in the community. The school consists of five classrooms total. Four of the five classrooms are for students in residential treatment; the fifth is reserved for day treatment students living in the community with their families or in or group homes. Residential students are assigned to classrooms with a specific focus: vocational, functional skills or college preparatory. Whether attending Starlight's residential level 14 community treatment facility or in the day treatment classroom, students are placed by the Department of Mental Health and the local school district. A specific treatment plan and Individualized Education Plan determine specific services to be provided, but services can include psychiatry, assessment, rehabilitation, therapeutic behavioral services, mental health counseling, education, and speech and language therapy. The individualized instructional program is designed to meet the needs of each student. A positive student environment is encouraged through a supportive, strength-based approach augmented by a positive behavior management system to promote and shape positive student behavior.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Susan Albert	Contact Person Phone Number	408-284-9000
<p>Parental and/or family involvement is important and welcomed. Formal avenues to achieve this include IEP meetings, held upon enrolment and annually thereafter, semi-annual parents nights, and tri-annual facility open houses. Additionally, staff are always available for parent conferences and these can be scheduled through the principal's office or the office of the school secretary. Parent Partners, translation services, and other means to support parental/family involvement and participation are all options to ensure parent access and input to their children's education experience.</p>			

II. Demographic Information

Student Enrollment – Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten		Grade 9	33
Grade 1		Grade 10	5
Grade 2		Grade 11	1
Grade 3		Grade 12	
Grade 4		Ungraded Secondary	
Grade 5			
Grade 6			
Grade 7	1		
Grade 8	3		
Ungraded Elementary		Total Enrollment	43

Student Enrollment – Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	9	21%	Hispanic or Latino	15	35%
American Indian or Alaska Native			Pacific Islander		
Asian			White (Not Hispanic)	19	44%
Filipino			Multiple or No Response		

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	September 6, 2005 Annual review	Date Last Discussed with Staff	November 10, 2005 In-service
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School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

Starlight High School's Positive Behavior Management System (PBM) uses an electronic point card system to shape and teach appropriate behavior. At strategic times during the day, teachers discuss points earned with students and provide an opportunity for discussion about appropriate behavior. A computer generated monthly report provides teachers and residential staff information about five key classroom behaviors (attendance, time on task, follow directions, interaction and behavior). This computerized information gives school and treatment staff a picture of progress in classroom functioning and permits modification of the treatment plan to address any areas in which progress is not noted.

The points themselves determine specific "levels" on which students are placed. Each "level" has its own privileges and incremental awards. Students may also bank points for purchasing items from the student store. The overall tone of the school is one in which teachers and other school staff develop positive relationships with students by allowing them to express their preferences, thoughts, wants and feelings. Students are given explanations when behaviors do not approach the expected standard and are encouraged to change and correct that behavior.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	unknown	0	0	N/A	N/A	N/A
Rate of Suspensions	unknown	0	0	N/A	N/A	N/A
Number of Expulsions	unknown	0	0	N/A	N/A	N/A
Rate of Expulsions	unknown	0	0	N/A	N/A	N/A

IV. School Facilities

School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Starlight High School shares its physical plant with the Starlight CTF. Therefore, the following evaluations include common spaces, facilities, and equipment. In general, the school is in good repair with constant improvements being made on a scheduled basis. To date this has included upgraded utilities, carpeting, paint, and furnishings. Cleanliness is a high priority throughout and standards are well maintained. We are also blessed to have an expansive outdoor area, which includes a basketball court and swimming pool as well other recreational areas. This contributes to our Physical Education and other programs and electives.

School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	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		
Playground/School Grounds	X		
Other			

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K			N/A			N/A			N/A
1			N/A			N/A			N/A
2			N/A			N/A			N/A
3			N/A			N/A			N/A
4			N/A			N/A			N/A
5			N/A			N/A			N/A
6			N/A			N/A			N/A
7			0%			0%			0%
8			0%			0%			0%
9			24%			12%			0%
10			40%			0%			3%
11			100%			0%			0%
12			N/A			N/A			N/A

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)									
Number of Dropouts	unknown	unknown	0						
Dropout Rate (1-year)	unknown	unknown	0						
Graduation Rate	unknown	unknown	3						

VII. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8	8	1			8	1			8	1		
Other	8	5			8	5			8	5		

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English									8	5	0	0
Mathematics									8	5	0	0
Science									8	5	0	0
Social Science									8	5	0	0

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100%
All Schools in District	Unknown
High-Poverty Schools in District	Unknown
Low-Poverty Schools in District	Unknown

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	unknown	8	6
Teachers with Full Credential	unknown	2	5
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	unknown	0	0
Teachers in Alternative Routes to Certification (district and university internships)	unknown	0	0
Pre-Internship	unknown	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	unknown	1	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	unknown	5	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0%	0%	Not available
Total Teacher Misassignments	0%	0%	Not available

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0	unknown
Master's Degree plus 30 or more semester hours	3	unknown
Master's Degree	1	unknown
Bachelor's Degree plus 30 or more semester hours	1	unknown
Bachelor's Degree	2	unknown
Less than Bachelor's Degree	0	unknown

Vacant Teacher Positions

Data reported are 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 or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	1	0	Not available

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Teachers are evaluated after a 30-day probation period and annually after that. Teachers in the intern program are provided support through collaborative work with the university and school site based management.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Teacher aides with 30-day substitute credentials provide substitute coverage for classrooms in the event coverage is required.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	0
Librarian	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	Contract
Resource Specialist (non-teaching)	0
Other	0
Note—As Starlight High School is on grounds with Starlight AC, professional counseling, Day treatment and other mental health services are provided through the AC.	Varies

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor

Note—As Starlight High School is on grounds with Starlight AC, professional counseling, Day treatment and other mental health services are provided through the AC.

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Starlight High School Standards Based Curriculum

Curriculum is based on the California State Standards. Students work toward completion of requirements for graduation from their sending school district. Students capable of doing so use the same text books and curricula available to all East Side Union High School students. However, since about two thirds of our students come to Starlight without the necessary tool subjects to work at a high school level, a second curriculum strand is available. Students who need significant remediation in reading, use textbooks written at a lower academic level. These texts contain the key concepts from the California Standards and are written at a level that makes them understandable by students with reading difficulties. Students at Level I comprise about two-thirds of the classroom population of the schools of Stars Behavioral Health Group.

About one third of our students work in the same curriculum as students attending regular high schools in California. These students use the same textbooks used by East Side Union High School students. Graduation requirements

Social Science (3 years)
World History
United States History
American Government (one semester)
Economics (one semester)

English (4 years)
Literature
Language arts: reading and writing

Mathematics (2 years)
Pre-algebra (General Mathematics)
Algebra
Geometry

Science (2 years)
Life Science
Physical Science

Health and Physical Education (2 years)

Electives
Career Education
Fine Arts
Foreign language
Computers

Determining Placement within Curriculum

The IEP meeting that places a student in the treatment program specifies whether the student can work in the regular standards based curriculum or needs enough remediation to justify the modified curriculum. However, subsequent testing and observation of work in the classroom may result in a decision to transfer the student to a different level of instruction. Factors to be used in determining placement include: test scores, attending skills, study skills, motivation, social-emotional skills and judgment of teacher regarding student's work products.

Professional Development

Information about the program for training the school's teachers and other professional staff.

Starlight High School holds staff development workshops according to the following list:

1. 2 full day workshops each year
2. A 3 hour workshop monthly
3. 2 one hour meetings weekly

Workshop topics include but are not limited to IEP development, behavior management, curriculum and instruction and reporting.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	All text has been acquired within the last 4 years and new acquisitions are made at least quarterly.
Mathematics	
Science	
History-Social Science	

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Text and materials are aligned with the SCCOE curriculum. Where students are placed by sending school districts student courses are tracked with that district's graduation checklist.
Mathematics	Sufficient text is available
Science	Sufficient text is available
History-Social Science	Sufficient text is available
Foreign Language	Sufficient text is available
Health	Sufficient text is available
Science Laboratory Equipment (grades 9-12)	Sufficient text is available

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
7	56,700	54,000
8	56,700	54,000
9	56,700	64,800
10	56,700	64,800
11	56,700	64,800
12	56,700	64,800

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Starlight High School holds staff development workshops once monthly with the exception of June which includes 2 staff development workshops. The total number of shortened days is 14.

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	N/A		
Computer Science	N/A		
English	N/A		
Foreign Language	N/A		
Mathematics	N/A		
Science	N/A		
Social Science	N/A		

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
N/A	N/A	N/A

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
0		

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment									
Percent of Grade 12 Enrollment Taking Test	unknown	unknown	0						
Average Verbal Score	N/A	N/A	N/A						
Average Math Score	N/A	N/A	N/A						

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

Test Preparation courses are not designated as such, due to the small number of students capable of college level work at this point in their schooling. Students are assessed and their needs addressed individually through one-to-one tutoring, extensive practice, and other services provided by designated teachers and related staff as needed.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

Workforce preparation is done through the school's general independent living and consumer math classes and the facility's Independent Living Program. The result of all activities is the collection of necessary documents through the creation of resumes and applications, to the provision of work experiences with job coaching and the assignment of various entry-level positions within the facility.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
	0	0	0	0	0	0	0

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

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

District Expenditures (Fiscal Year 2003-2004)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
N/A			

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Our school services are funded locally through County Office of Education special education funding for all students in foster care, and externally through home LEA's for directly placed students.