Rancho-Starbuck Intermediate School

16430 Woodbrier Drive • Whittier, CA 90604 • 562.902.4261 • Grades 7-8
Linda Takacs, Principal
ltakacs@ljsd.org
ljsd.org

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Lowell Joint School District
11019 Valley Home Ave.
Whittier, CA 90603
562.943.0211
www.ljsd.org

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School Description

Rancho-Starbuck Intermediate School is located in the unincorporated area of southeast Los Angeles County. We are part of the Lowell Joint School District and serve 780 students in the 7th and 8th grades. Rancho-Starbuck was constructed in 1958 and has enjoyed continuous upgrades and maintenance over the years. Our school offers a well stocked, upgraded library and computer technology center with 45 computer stations for individual and classroom use. In addition, our campus offers a separate computer lab for student use with 40 new computers. Our Science, Technology, Engineering, and Mathematics (STEM) lab is complete with 30 computer work stations and professional engineering software. Our STEM lab and Art Department use a 3D printer for instructional purposes. Almost all classrooms provide chromebooks for students (1 to 1) and are Google Classrooms. Our technology is regularly updated including document cameras in every classroom. Aeries, a parent/student portal, keeps students and parents regularly updated regarding student progress.

The staff at Rancho-Starbuck School currently has 28 fully-credentialed teachers teaching in their subject area and three part-time educators. Our school team consists of three STAR resource center specialists, one moderate Special Day Class (SDC) classroom, a school psychologist, a part time English Language Development (ELD) teacher, a speech and language specialist, a part time choral music teacher and an instrumental music teacher. There are two administrators: a principal and assistant principal. A full time academic counselor is on staff. Additional support is provided by an office manager, school clerk, attendance clerk, a part-time nurse, full-time librarian, three STAR Center aides, instructional aides, three custodians, and five noon duty aides.

Rancho-Starbuck Intermediate is known for its safe and orderly learning environment. The record of suspensions/expulsions is low at 1.4% and the school institutes a comprehensive school safety program that includes a School Resource Officer. At the same time, the staff places a high priority on developing responsible citizens through our Character Education and Responsibility * Effort * Attitude * Character * Honor (REACH) programs. Through this program, we emphasize the importance of each of these themes and we recognize students for their achievement. In addition to Rancho-Starbuck's strong academic program, we continue to provide outstanding programs in technology, music, art, drama, and a variety of elective offerings. Rancho-Starbuck offers a STEM program complete with a technology lab with classes in Robotics, Design and Modeling, Green Architecture, Audio Engineering and G Cad Prep, a construction math class. The G Cad Prep classroom is a place for students to actually design and build, getting a glimpse of future careers in construction. Rancho-Starbuck is proud to offer a Pre AP/IB Computer Science course designed to prepare students for the AP exam. Through this class, students gain extensive knowledge in coding.

Our school offers a variety of leadership opportunities for students through our active ASB program. After school curriculum enrichment activities help to keep students involved and encourages each student to develop skills and interests including Jazz Band, Drumline and Robotics. Additional after school opportunities include Science Olympiad, Junior Achievement, Competitive Drum Line, Yearbook and National Junior Honor Society.   A mentoring program called REACH Circle offers students an opportunity to enjoy a mentor relationship with school staff and an opportunity to offer community outreach opportunities. After school sports offers our students another way to get involved on campus. A variety of after school sports are offered during three sports seasons. Rancho-Starbuck believes in fostering a school wide college atmosphere.

All students have an opportunity for success at Rancho-Starbuck. Flex classes offer students the opportunity to have additional instruction during the school day. Students are also offered additional enrichment classes once standards are mastered. Learning Targets in core subjects help monitor student progress on state standards. Before school tutoring through Power Start is offered to all students. Intervention classes during the school day are offered in Math including a Construction Math class through a grant and partnership with our local high school, an ELD support class for our Language Learners and a reading intervention class using Read 180 curriculum. Literacy is promoted across the campus and there is a school wide focus on California State Standards and 21st century learning with an emphasis on writing skills. The mission statement promotes the development of character, passion and academic excellence in all students. These characteristics are promoted in all areas on the Rancho-Starbuck campus.

Rancho-Starbuck is proud to be a California Distinguished School, Gold Ribbon School and a four time recipient of the California Business for Education Award of Excellence. Rancho-Starbuck is a 2017 National School to Watch and a 2017 Golden Bell recipient. Our staff is dedicated and nurturing; Rancho-Starbuck is a great place to be!

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	368
Grade 8	422
Total Enrollment	790

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.1
Asian	2.4
Filipino	0.5
Hispanic or Latino	65.2
Native Hawaiian or Pacific Islander	0.4
White	27.2
Two or More Races	2.3
Socioeconomically Disadvantaged	34.3
English Learners	2
Students with Disabilities	10.5
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Rancho-Starbuck Intermediate School	15-16	16-17	17-18
With Full Credential	32	31	29.3
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Lowell Joint School District	15-16	16-17	17-18
With Full Credential	♦	♦	128.3
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rancho-Starbuck Intermediate	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: November 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	2016-2017 McGraw Hill Study Sync 6-8 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	2012-2013 Big Ideas Math 6-8 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	2008-09 Pearson Prentice Hall 7-8 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	2007-08 Holt, Rinehart & Winston 6-8 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	1999-00 ¡En español! 7-8 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Theatre- scripts, costumes, props Instrumental Music- band, string, and percussion instruments, musical scores Choral Music- musical scores Visual Arts- various art materials covering a variety of media, art history prints **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Rancho-Starbuck Intermediate School was built in 1958 and there are 44 classrooms on campus. We believe a safe and clean school is a fundamental necessity of a successful academic environment. Our Maintenance Department is proud to impart solutions and services integral to providing a safe environment conducive to learning. Safety inspections are held annually to ensure the maintenance of an optimal learning environment. The campus is well manicured and lockers are refurbished yearly. Murals inside and outside of the campus add spirit and beauty to the campus. Front landscaping provides a welcoming appeal. Campus beautification is ongoing because we believe the appearance of our campus is important!

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 16, 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 16, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	65	63	63	61	48	48
Math	50	54	52	54	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	76	82	73	75	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15	20.1	49.3

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	389	387	99.5	81.7
Male	211	210	99.5	82.4
Female	178	177	99.4	80.8
Asian	13	13	100.0	100.0
Hispanic or Latino	243	242	99.6	78.9
White	110	109	99.1	84.4
Socioeconomically Disadvantaged	62	61	98.4	65.6
Students with Disabilities	39	38	97.4	15.8

*   Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	781	767	98.21	62.58
Male	375	363	96.8	56.75
Female	406	404	99.51	67.82
Black or African American	12	12	100	66.67
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100	73.68
Filipino	--	--	--	--
Hispanic or Latino	505	497	98.42	57.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	216	211	97.69	71.56
Two or More Races	18	17	94.44	76.47
Socioeconomically Disadvantaged	277	272	98.19	45.96
English Learners	95	91	95.79	31.87
Students with Disabilities	81	71	87.65	7.04
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	781	768	98.34	54.17
Male	375	364	97.07	52.75
Female	406	404	99.51	55.45
Black or African American	12	12	100	33.33
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100	68.42
Filipino	--	--	--	--
Hispanic or Latino	505	498	98.61	48.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	216	211	97.69	65.88
Two or More Races	18	17	94.44	58.82
Socioeconomically Disadvantaged	277	272	98.19	37.87
English Learners	95	92	96.84	20.65
Students with Disabilities	81	71	87.65	2.82
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Our parents work closely with Rancho-Starbuck Intermediate School to promote a positive environment and assist with the activities that make Rancho-Starbuck an exciting place to be. Our parent portal keeps parents regularly updated on individual student progress and schoolwide activities. We believe in the importance of strong parent partnerships on campus, and we are proud of our excellent Parent Teacher Association (PTA). We welcome our families through School Site Council (SSC), PTA, REACH, after school sports, and a variety of other parent involvement opportunities including Junior Achievement and Science Olympiad. Parent University, our 4 parent nights presented on campus each year, help parents with cyber safety, college entrance, bullying, and academic updates. Join us! We'd love to have you.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Rancho-Starbuck believes that there must be a safe and orderly school environment for optimum learning to take place. School rules are clearly communicated to both students and parents. There is a school-wide discipline plan and school rules are fairly and consistently enforced.

The campus is fully fenced to give protection from intruders. All visitors are asked to wear a visitor badge and sign in and out of the school. There is a daily presence of a School Resource Officer to monitor traffic and school activities. Rancho-Starbuck has monthly fire drills, quarterly earthquake drills, lock down drills, and the staff is trained in emergency procedures. We take a proactive approach to safety and include canine drug prevention visits to campus.

The School Safety Plan is annually reviewed and updated. The following implementations endorse the plan: schoolwide emotional, moral and practical assistance such as guidelines for discipline, a strictly enforced dress code, instruction and supervision from Los Angeles Sheriff's Department deputies in the classroom and on campus. This is along with an all staff effort and an active parent support system to help meet the needs of all students regarding safety and health.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.1	3.8	3.6
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.3	1.8	1.8
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		50

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.5
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.17
Speech/Language/Hearing Specialist	0.4
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	780

* 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.

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
English	31	32	29	1	1	4	10	14	20	13	9	3
Mathematics	28	29	28	3	4	4	17	13	17	7	10	6
Science	33	35	34				10	2	8	8	15	10
Social Science	35	34	33				4	5	7	18	18	16

* 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.

Professional Development provided for Teachers

All staff members participate in district-level staff development throughout the year. Explicit Direct Instruction has been implemented and on-going staff development in writing take. Argument writing has been a staff focus, and school wide writing rubrics have been developed. Professional development on California State Standards and implementation strategies are also on-going. Extensive training on Next Generation Science Standards has resulted in implementation of those standards in an integrated approach. School departments meet regularly to unwrap the standards and focus on providing differentiated instruction to our students. Staff members have the opportunity to attend various professional development opportunities in their subject area and on overall student motivation at the junior high level. Rancho-Starbuck is a professional learning community that believes in the importance of staff collaboration. Weekly PLC staff collaboration helps create opportunities for staff to focus on student needs. The focus of staff development is always centered on student success at Rancho-Starbuck.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,638	$47,034
Mid-Range Teacher Salary	$84,158	$73,126
Highest Teacher Salary	$98,400	$91,838
Average Principal Salary (ES)	$109,517	$116,119
Average Principal Salary (MS)	$121,712	$119,610
Average Principal Salary (HS)		$115,194
Superintendent Salary	$200,856	$178,388
Percent of District Budget		
Teacher Salaries	42%	37%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$4,890	$968	$5,858	$78,669
District	♦	♦	$7,148	$85,059
State	♦	♦	$6,574	$74,194
Percent Difference: School Site/District			-18.0	-7.5
Percent Difference: School Site/ State			-10.9	6.0

* Cells with ♦ do not require data.

Types of Services Funded

Title II funds are designated to improve teacher quality and increase the number of highly qualified teachers. The program focuses on research based strategies to prepare and train highly qualified teachers.

Title III funds are designated to ensure that students attain English proficiency and meet the same challenging academic achievement standards required of all students. Funds are used for translation, support services, instructional aides, supplemental books, and conferences.

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.