

Rancho-Starbuck Intermediate School School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Rancho-Starbuck Intermediate School	District Name	Lowell Joint School District
Street	16430 Woodbrier Drive	Phone Number	562.943.0211
City, State, Zip	Whittier, CA 90604	Web Site	www.ljsd.org
Phone Number	562.902.4261	Superintendent	Dr. Patricia Howell
Principal	Linda Takacs	E-mail Address	webadmin@ljsd.org
E-mail Address	ltakacs@ljsd.org	CDS Code	19647666020218

School Description and Mission Statement

This section provides information about the school's goals and programs.

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 778 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 has recently upgraded the library and installed the computer technology center with 50 computer stations for individual and classroom use. Our Science labs and some additional classrooms have the use of a SMART board and our technology is regularly updated.

The staff at Rancho-Starbuck School currently has 30 teachers, 33 of whom are fully-credentialed teachers teaching in their subject area. Our school team consists of two STAR resource center specialists, one moderate SDC classroom, a school counselor, school psychologist, an ELD aide, and a speech and language specialist. There are three administrators: a principal and two assistant principals. Additional support is provided by an office manager, school clerk, attendance clerk, a part-time nurse, full-time librarian and computer tech aide, 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 and special trained police dogs. At the same time, the staff places a high priority on developing responsible citizens through our Character Education and REACH programs. REACH is an acronym for Responsibility * Effort * Attitude * Character * Honor. 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 will continue to provide outstanding programs in technology, music, art, drama, and a variety of elective offerings.

Our school offers a variety of leadership of leadership opportunities for students through school leadership, STARS Club, Link Crew and mentoring programs. After school sports offers our students another way to get involved on campus. School spirit is high and Rancho's motto "If It Is To Be It Is Up To Me" encourages students to make the most out of their junior high school experience.

Rancho-Starbuck believes in fostering a school wide college atmosphere. We are proud to be an official AVID school site, currently with three AVID classes.

MISSION STATEMENT

Rancho-Starbuck Junior High School provides a well-rounded, quality, standards-based education. Students are taught academic, moral, and patriotic principles using traditional, research-based strategies. These strategies are designed to meet the needs of all students. Students are taught higher level thinking skills and are encouraged to become productive, responsible members of society. Student success is our goal.

AIMS

- To master basic skills
- To develop responsible students
- To emphasize effort, attitude, character, and honor
- To expose students to current technology and research skills creating informational literacy
- To recognize students for their achievement
- To prepare students for high school and to promote lifelong learning
- To encourage students to make wise choices for good health
- To engage students in activities that foster the development of their optimal physical, mental, social, and emotional well-being.

Opportunities for Parental Involvement

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

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. We believe in the importance of a strong parent partnership on campus. Parents are involved on campus and we are proud of our strong PTA. We welcome our families through School Site Council, PTA, REACH, after school sports, and a variety of other parent involvement opportunities. Join us! We'd love to have you.

Student Enrollment by Grade Level

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

Grade Level	Number of Students
Grade 7	376
Grade 8	396
Total Enrollment	772

Student Enrollment by Group

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1 %	White (not Hispanic)	43.78 %
American Indian or Alaska Native	0.13 %	Multiple or No Response	7.12 %
Asian	2.46 %	Socioeconomically Disadvantaged	17 %
Filipino	1 %	English Learners	7 %
Hispanic or Latino	44 %	Students with Disabilities	8 %
Pacific Islander	%		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	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	26.4	8	51	4	27.9	8	43	10	30	3	39	6
Mathematics	24.3	11	15	4	26.8	5	20	4	28	6	13	6
Science	29.6	1	9	3	33.8		4	7	32		6	6
Social Science	27.2	5	21	3	30.5	1	17	8	28	7	11	9

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive 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 after-school activities such as dances and evening events. Rancho-Starbuck has monthly fire drills and quarterly earthquake drills.

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 and campus aides, meet the needs of all students regarding safety and health.

Suspensions and Expulsions

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

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	13.6	14.5	14.2	5.9	6.1	5.1
Expulsions	0	0	0	0	0	0.1

III. School Facilities

School Facility Conditions and Improvements

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

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 the outside has been newly painted and lockers have been refurbished.

School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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]	[]	[]	
Roofs	[X]	[]	[]	
Overall Cleanliness	[X]	[]	[]	

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

IV. Teachers

Professional Development

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

All staff members participate in the district-level staff development each August and throughout the year. Step Up to Writing, a new district wide writing program has been implemented and on going staff development in writing has taken place. Our 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 the ir 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 staff collaboration helps create opportunities for staff to focus on student need.

Teacher Credentials

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

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	32	33	32	139
Without Full Credential	5	1	0	1
Teaching Outside Subject Area of Competence			0	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	8	0	
Total Teacher Misassignments	8	0	
Vacant Teacher Positions	1	0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at 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/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100 %	0 %
All Schools in District	98 %	2 %
High-Poverty Schools in District	%	%
Low-Poverty Schools in District	98.3 %	1.7 %

V. Support Staff

Academic Counselors and Other Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (paraprofessional)	.33	N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	.33	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	1	N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Adoption Date June 1997 K-6, May 2002 7-8	
Mathematics	Adoption Date K-8 October 2001	
Science	Adoption Date K-7 May 2002 Adoption Date 8th May 2007	
History-Social Science	Adoption Date K-5 March 2001 Adoption Date 6-8 May 2007	
Foreign Language	Adoption Date June 1997 K-6, May 2002 7-8	
Health		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---	\$5,062	\$63,795
Percent Difference – School Site and District	---	---		
State	---	---	\$4,943	\$58,519
Percent Difference – School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

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 to teach a pilot course in technology, pay for substitutes, instructional aides, supplemental books, and conferences.

EIA funds are designated to provide a supplemental instructional program for immigrant students. EIA funds are allotted for tutorial support, substitutes, instructional aides, supplemental books, instructional supplies, and consultant fees.

School Improvement funds are allotted to pay for substitutes, instructional aides, a campus supervisor, conferences, supplemental books, instructional supplies, and fund the intramural program.

EIA/LEP funds provide support to develop English fluency in LEP students, promote students' self-concept, promote cross-cultural understanding, and provide equal opportunity for academic achievement. EIA/LEP funds support after-school tutoring, instructional aides, supplemental books, instructional supplies, conferences, and postage.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,564	\$38,159
Mid-Range Teacher Salary	\$70,514	\$59,148
Highest Teacher Salary	\$79,246	\$73,514
Average Principal Salary (Elementary)	\$98,736	\$91,903
Average Principal Salary (Middle)	\$101,473	\$95,855
Superintendent Salary	\$146,684	\$132,994
Percent of Budget for Teacher Salaries	43.5 %	41.6 %
Percent of Budget for Administrative Salaries	5.6 %	5.9 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	62	60	62	62	63	64	40	42	43
Mathematics	46	55	48	61	64	60	38	40	40
Science		42	51	32	41	49	27	35	38
History-Social Science	35	42	43	35	41	43	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*		
Asian	83	74	62	62
Filipino	73	64	*	*
Hispanic or Latino	53	42	43	35
Pacific Islander	*	*	*	*
White (not Hispanic)	69	52	57	50
Male	57	51	55	45
Female	66	46	47	41
Economically Disadvantaged	39	36	40	31
English Learners	18	25	23	20
Students with Disabilities	16	12	19	16
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	60	62	54	59	58	55	41	42	42
Mathematics	68	67	63	72	69	67	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian	*	*
Filipino	*	*
Hispanic or Latino	46	58
Pacific Islander		
White (not Hispanic)	61	66
Male	51	61
Female	58	65
Economically Disadvantaged	34	48
English Learners	15	27
Students with Disabilities	12	12
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
7	28

IX. Accountability

Academic Performance Index

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

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2004-05	2005-06	2006-07
Statewide	8	8	8
Similar Schools	4	4	7

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	25	11	-1	802
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	34	17	-7	768
Pacific Islander				
White (not Hispanic)	37	4	-5	829
Socioeconomically Disadvantaged	-12	32	2	709
English Learners	N/A			
Students with Disabilities	N/A			

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	