



# Rancho-Starbuck Intermediate School

16430 Woodbrier Drive • Whittier, CA 90604 • 562.902.4261 • Grades 7-8

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



**Lowell Joint  
School District**

*A Tradition of Excellence Since 1908*

### **Lowell Joint School District**

11019 Valley Home Ave.

Whittier, CA 90603

562.943.0211

www.ljsd.org

#### **District Governing Board**

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Melissa A. Salinas, Member

Karen L. Shaw, Member

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**Superintendent**

Dr. Sheri McDonald

**Assistant Superintendent of  
Instruction**

Andrea Reynolds

**Assistant Superintendent of  
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Kaleo Igarta

**Director of Special Education**

Alan Mao

**Director of Technology**

### **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 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. 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, five noon duty aides and 5 days of counseling intern support.

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, Voice Activated Technology, and Music Production. Rancho-Starbuck also offers Design and Construction, a course where students 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 and can earn college credit.

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, ELD support 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. In addition, Honors students are offered an opportunity to be part of The Academy and/or the Conservatory of Fine Arts. Through this extension activity students will complete an 8th grade Capstone Project where their imagination and creativity can help them soar to new heights.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	386
Grade 8	370
<b>Total Enrollment</b>	<b>756</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	0.0
Asian	3.3
Filipino	1.2
Hispanic or Latino	66.3
Native Hawaiian or Pacific Islander	0.5
White	25.1
Socioeconomically Disadvantaged	37.0
English Learners	2.9
Students with Disabilities	9.8
Foster Youth	0.3

### 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	16-17	17-18	18-19
With Full Credential	31	29.3	28.3
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Lowell Joint School District	16-17	17-18	18-19
With Full Credential	♦	♦	132.3
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rancho-Starbuck Intermediate	16-17	17-18	18-19
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
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 2016 Rights, Respect, and Responsibility 7-8  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

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: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: December 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	There is dry rot at the end of a beam that will need to be repaired as part of deferred summer maintenance. There is also some wood rot on a ramp and some exterior panels with dry rot that need to be replaced as part of deferred summer maintenance.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

**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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

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.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>ELA</b>	63.0	65.0	61.0	62.0	48.0	50.0
<b>Math</b>	54.0	53.0	54.0	53.0	37.0	38.0

Note: 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.

Note: ELA and 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

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	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>Science</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>7</b>	12.8	25.5	36.2

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	750	738	98.40	65.45
<b>Male</b>	368	361	98.10	56.79
<b>Female</b>	382	377	98.69	73.74
<b>Black or African American</b>	14	14	100.00	64.29
<b>Asian</b>	25	25	100.00	76.00
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	498	492	98.80	60.57
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	188	182	96.81	75.82
<b>Two or More Races</b>	11	11	100.00	72.73
<b>Socioeconomically Disadvantaged</b>	275	270	98.18	52.59
<b>English Learners</b>	87	86	98.85	31.40
<b>Students with Disabilities</b>	68	61	89.71	8.20
<b>Foster Youth</b>	--	--	--	--

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 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	751	739	98.4	53.45
<b>Male</b>	369	362	98.1	51.38
<b>Female</b>	382	377	98.69	55.44
<b>Black or African American</b>	14	14	100	57.14
<b>Asian</b>	25	25	100	84
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	499	493	98.8	47.26
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	188	182	96.81	64.84
<b>Two or More Races</b>	11	11	100	63.64
<b>Socioeconomically Disadvantaged</b>	275	271	98.55	41.33
<b>English Learners</b>	88	87	98.86	24.14
<b>Students with Disabilities</b>	68	60	88.24	3.33
<b>Foster Youth</b>	--	--	--	--

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 school site

#### **Opportunities for Parental Involvement (School Year 2018-19)**

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 through the use of the Raptor system. 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: campus emotional, moral and practical assistance such as guidelines for discipline, a strictly enforced dress code, and counseling support for social and emotional wellness through a myriad of support services. This, along with an all staff effort and an active parent support system, help meet the needs of all students regarding safety and health.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.8	3.6	5.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	1.8	2.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	32.0	29.0	31.0	1	4	4	14	20	4	9	3	17
Mathematics	29.0	28.0	27.0	4	4	5	13	17	18	10	6	5
Science	35.0	34.0	31.0			1	2	8	10	15	10	7
Social Science	34.0	33.0	32.0				5	7	13	18	16	10

\* 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 technology takes place. 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 focus on the standards and provide differentiated instruction to our students. Staff members 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,638	\$48,064
Mid-Range Teacher Salary	\$84,158	\$75,417
Highest Teacher Salary	\$98,400	\$94,006
Average Principal Salary (ES)	\$109,517	\$119,037
Average Principal Salary (MS)	\$121,712	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$190,000	\$183,692
Percent of District Budget		
Teacher Salaries	41.0	36.0
Administrative Salaries	7.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,211	\$993	\$5,217	\$81,632
District	◆	◆	\$7,036	\$85,237
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-29.7	-4.3
Percent Difference: School Site/ State			-30.9	7.1

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### 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 <https://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.