

Rancho-Starbuck Intermediate School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Rancho-Starbuck Intermediate School
Street	16430 Woodbrier Drive
City, State, Zip	Whittier, CA 90604
Phone Number	562.902.4261
Principal	Jennifer Jackson Ed.D.
Email Address	jjackson@ljsd.org
School Website	ranchostarbucks.ljsd.org
County-District-School (CDS) Code	30647666020218

2022-23 District Contact Information

District Name	Lowell Joint School District
Phone Number	562.943.0211
Email Address	webadmin@ljsd.org
District Website Address	www.ljsd.org

District Governing Board

President	Karen L. Shaw
Vice President	Anastasia M. Shackelford
Clerk	Anthony A. Zegarra
Member	Christine J. Berg
Member	Melissa A. Salinas

District Administration

Superintendent	Mr. Jim Coombs
Assistant Superintendent of Educational Services	Dr. Sheri McDonald
Assistant Superintendent of Administrative Services	Carl Erickson
Assistant Superintendent of Business Services	David Bennett
Director of Educational Services	Rhonda Overby
Director of Technology	Alan Mao
Director of Special Education	Kaleo Igarta
Director of Fiscal Services	Chelle Price

2022-23 School Overview

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 over 775 students in 7th and 8th grade. 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 1:1 chromebooks for every student using the Google platform. 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 are fitted with projectors and TV screens or View Sonic boards. 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 30 fully-credentialed teachers teaching in their subject area and one part-time educator. Our school team consists of two SAI teacher specialists, one mild/moderate Special Day Class SAI 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 health clerk, full-time librarian, instructional aides, three custodians, five noon duty aides and multiple days of counseling and school psychologist intern support.

Rancho-Starbuck Intermediate is known for its safe and orderly learning environment. The record of suspensions/expulsions is low and the school institutes a comprehensive school safety program. 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. Our instrumental music program is an award winning program receiving the Golden Bell award in the 2019-2020 school year and the CSBA Magna National Award in 2021. Rancho-Starbuck offers a STEM program complete with a technology lab and offers classes in Robotics, Advanced Computer Science 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 that our Advanced Computer Science course prepares students to take the AP Computer Science test at the end of the year. Each year we have junior high students pass the high school AP test, receiving 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, and Yearbook. 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 sport seasons. Rancho-Starbuck believes in fostering a school wide college atmosphere.

All students have an opportunity for success at Rancho-Starbuck. Flex, an award winning program, provides students the opportunity to have additional instruction during the school day. Students are also offered additional enrichment classes once standards are mastered. iReady diagnostic scores and teacher-assigned lessons in English/Language arts and math help monitor student progress on state standards. Before school tutoring through Power Start and after school tutoring through Power Finish 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. Pathway classes during the school day also offer targeted academic support as well as motivation and executive functioning support for struggling students. Literacy is promoted across the campus through Write From the Beginning and Beyond professional learning, and there is a school wide focus on California State Standards and 21st century learning. 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 Conservatory through an extension of study that results in 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 2019 and 2020 Golden Bell recipient. Rancho-Starbuck has also been re-designated a national School to Watch in 2019-2020. Our staff is dedicated and nurturing; Rancho-Starbuck is a wonderful school!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	377
Grade 8	408
Total Enrollment	785

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.3
American Indian or Alaska Native	0.0
Asian	3.2
Black or African American	1.7
Filipino	1.5
Hispanic or Latino	69.2
Native Hawaiian or Pacific Islander	0.5
Two or More Races	2.0
White	21.4
English Learners	4.2
Foster Youth	0.3
Homeless	1.4
Migrant	0.0
Socioeconomically Disadvantaged	53.4
Students with Disabilities	12.4

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.10	84.86	123.10	92.85	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.75	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.80	9.56	3.80	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.60	5.51	4.60	3.49	18854.30	6.86
Total Teaching Positions	29.60	100.00	132.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.70	89.55	128.40	94.06	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.70	3.00	2.20	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	1.10	3.72	4.10	3.01	15831.90	5.67
Total Teaching Positions	29.80	100.00	136.60	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.80	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.80	2.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.20	12.10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All adopted core curriculum is reported in the table below.

Year and month in which the data were collected December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016-2017 McGraw Hill Study Sync 6-8	Yes	0
Mathematics	2012-2013 Big Ideas Math 6-8	Yes	0
Science	2022-2023 SAVVAS Elevate, K-6, Houghton-Mifflin Science Dimensions, 7-8	Yes	0
History-Social Science	2019-20 Studies Weekly K-5	Yes	0

	2019-20 Discovery Education, Gr. 6: Ancient World History, Gr. 7: Modern History, Gr. 8: World History		
Foreign Language	1999-00 ¡En español! 7-8 Benchmark Adelante 2 TK-4	Yes	0
Health	2008-09 Princeton Health Press- LifeSkills 3-8 2007-08 Human Kinetics- Fitness For Life 2016 Rights, Respect, and Responsibility 7-8	Yes	0
Visual and Performing Arts	2021-22 The Art of Education, K-8 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	Yes	0
Science Laboratory Equipment (grades 9-12)	Grades 9-12 only		

School Facility Conditions and Planned 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 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!

Year and month of the most recent FIT report November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	The majority of issues are related to dry rot in the fascia which will be addressed in the upcoming re-roofing project as part of Measure LL.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Obstacle course modernization is being planned.

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	56	N/A	56	N/A	47
Mathematics (grades 3-8 and 11)	N/A	32	N/A	40	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	775	757	97.68	2.32	56.35
Female	388	378	97.42	2.58	62.07
Male	386	378	97.93	2.07	50.53
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	26	26	100.00	0.00	88.46
Black or African American	14	14	100.00	0.00	42.86
Filipino	12	12	100.00	0.00	83.33
Hispanic or Latino	538	525	97.58	2.42	51.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	90.00
White	161	156	96.89	3.11	62.82
English Learners	31	31	100.00	0.00	13.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	24	23	95.83	4.17	56.52
Socioeconomically Disadvantaged	418	410	98.09	1.91	49.88
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	92	83	90.22	9.78	14.63

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	775	754	97.29	2.71	31.70
Female	388	376	96.91	3.09	28.19
Male	386	377	97.67	2.33	35.28
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	26	26	100.00	0.00	61.54
Black or African American	14	14	100.00	0.00	7.14
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	538	522	97.03	2.97	28.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	60.00
White	161	156	96.89	3.11	35.26
English Learners	31	31	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	24	23	95.83	4.17	39.13
Socioeconomically Disadvantaged	418	408	97.61	2.39	24.51
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	92	83	90.22	9.78	3.61

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	26.77	34.97	30.1	36.63	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	398	386	96.98	3.02	34.97
Female	203	196	96.55	3.45	28.06
Male	194	189	97.42	2.58	41.8
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100	0	61.54
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	273	265	97.07	2.93	29.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	94	90	95.74	4.26	43.33
English Learners	15	14	93.33	6.67	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	15	14	93.33	6.67	14.29
Socioeconomically Disadvantaged	213	207	97.18	2.82	32.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	38	88.37	11.63	7.89

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	93	98	96	98	96

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 school wide 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, helps parents with cyber safety and social media, drugs and vaping education, college entrance, suicide prevention and social-emotional health and general academic and school success. With various constraints impacting the ability for parents to be on campus regularly, many opportunities have been presented using the platform of Zoom to keep parents involved and engagement in their child's education.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	809	798	67	8.4
Female	410	402	32	8.0
Male	398	395	34	8.6
American Indian or Alaska Native	0	0	0	0.0
Asian	26	26	1	3.8
Black or African American	15	15	3	20.0
Filipino	13	13	0	0.0
Hispanic or Latino	561	551	46	8.3
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	16	16	0	0.0
White	170	169	17	10.1
English Learners	36	36	8	22.2
Foster Youth	3	3	0	0.0
Homeless	11	11	0	0.0
Socioeconomically Disadvantaged	457	452	50	11.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	100	18	18.0

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.10	1.65	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.48	3.96	0.18	2.32	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.96	0.00
Female	1.71	0.00
Male	6.28	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	26.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.10	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.94	0.00
English Learners	8.33	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	5.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.89	0.00

2022-23 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. Catapult is an online platform used internally for an emergency response.

The School Safety Plan is annually reviewed and updated (most recently October 2022) at school site council meetings. The plan is then sent to the Board of Education for approval in March annually. 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 including social/emotional lessons using the Olweus Bullying program (Kindness Campaign), students are given a voice on campus and the opportunity to problem solve and provide suggestions for improvement. Rancho-Starbuck also uses the CoVitality Universal Screener to take a proactive approach to student social-emotional wellness. This, along with an all staff effort to support students and an active parent support system, helps Rancho-Starbuck meet the needs of all students regarding safety and emotional health and wellness.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	8	2	20
Mathematics	25	11	14	9
Science	35		2	21
Social Science	32	2	3	20

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	8	5	17
Mathematics	27	8	12	11
Science	34	1	2	21
Social Science	32	2	3	20

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	7	13	9
Mathematics	26	8	13	10
Science	32	1	9	14
Social Science	31	2	8	15

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	785

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	0.6

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,639	\$1,157	\$5,482	\$87,475
District	N/A	N/A	\$7,837	
Percent Difference - School Site and District	N/A	N/A	-35.4	-2.7
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	-18.4	5.7

2021-22 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. Supplemental dollars also traditionally fund before and after school tutoring/homework help, an Intervention Coordinator to monitor and support struggling students through the FLEX program, the school Counselor, additional intervention courses in English Language Arts, Mathematics, and English Language Development as well as support for STEAM and AP Computer Science.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
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		

Professional Development

All staff members participate in district-level staff development throughout the year. GATE training, iReady Training and Thinking Maps Training are an area of focus for the teachers with an emphasis on writing. 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. Truama informed teaching education has also been provided for teachers. 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	20	14	14