STEAM Academy @ Burke

8101 Orange Ave. • Pico Rivera, CA 90660 • 562-801-7590 • Grades 6-8
Lorin Yannarella, Principal
lyannarell@erusd.org
steam.erusd.org

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

El Rancho Unified School District
9333 Loch Lomond Dr.
Pico Rivera, CA 90660
(562) 801-7310
www.erusd.org

District Governing Board

Carolyn Castillo

Leanne M. Ibarra

Jose Lara

Teresa L. Merino, Ph.D.

Gabriel A. Orosco

District Administration

Dr. Frances Esparza
Superintendent

Reynaldo Reyes
Assistant Superintendent, Human Resources

Jacqueline A. Cardenas, Ed.D.
Assistant Superintendent, Educational Services

Alejandro Rojas, Ed.D.
Assistant Superintendent, Business Services

Dora Soto-Delgado
Director, Student Services

Dean Cochran
Director, Special Education

Roberta Gonzalez
Director, Early Learning Program

School Description

The STEAM Academy at Burke - Mission Statement:

Our mission at the STEAM Academy @ Burke is to prepare ALL students to succeed in a changing global society by developing effective communicators, problem solvers, critical thinkers, and responsible members of society who are uniquely prepared to thrive in the 21st century. To foster our goal of developing students who are well-prepared to thrive in a changing global society, STEAM Academy @ Burke staff will provide an engaging, meaningful, and technology rich curriculum, as well as a positive and safe learning environment.

School Description:

The STEAM Academy @ Burke serves the community of Pico Rivera, California, where many teachers and classified staff grew up and/or currently reside. We have an attractive campus that meets the needs of students and staff. The STEAM Academy @ Burke serves roughly 620 sixth through eighth grade students, with 26 full time teachers, a counselor, and 30 support staff. We are the first magnet middle school within the El Rancho Unified School District. Our school was created to offer students a unique educational program designed to engage students in the learning process and help them develop the necessary skills to be college and career ready. Middle school is a time of transition for parents and students; it is a time of growth, change, and challenges. We want to assure you that our experienced staff is here to work alongside you to insure that your son or daughter takes full advantage of his or her educational opportunities.

STEAM - Science, Technology, Engineering, Arts and Mathematics - is the broad umbrella for how the curriculum in this new and innovative program is organized. Students will tackle middle school concepts while incorporating the 4 Cs of 21st Century learning – critical thinking, communication, collaboration, and creativity. Our magnet program supports and supplements the Common Core Standards, providing a common lens through which children master knowledge while interdisciplinary teaching enables students to make important and long lasting connections across content areas. Teachers work in teams to design and develop lessons centered around Project Based Learning, a teaching method in which students gain content knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. In addition, students are offered a wide range of electives that fall under the broad umbrella of STEAM. Educators at the STEAM Academy feel that it is essential to prepare our middle school students for high school, college, and career. We implement the AVID college readiness program to help students develop the skills needed to succeed in high school and college. Because this program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills, it aligns with our school vision and mission.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	211
Grade 7	192
Grade 8	207
Total Enrollment	610

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
Asian	0.5
Filipino	0.5
Hispanic or Latino	96.4
White	1.6
Two or More Races	0.3
Socioeconomically Disadvantaged	69.5
English Learners	10.8
Students with Disabilities	11
Foster Youth	0.8
Homeless	0.5

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 for STEAM Academy @	17-18	18-19	19-20
With Full Credential	22	22	23
Without Full Credential	1	2	2
Teaching Outside Subject Area of Competence	1	1	1

Teacher Credentials for El Rancho Unified	17-18	18-19	19-20
With Full Credential	♦	♦	350
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at STEAM Academy @ Burke

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
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 2019-20)

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the middle schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

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	StudySync, McGraw-Hill Education (6-8) Adopted 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	College Preparatory Mathematics (CPM) - Core Connections 1 (6-8) 2010 College Preparatory Mathematics (CPM) - Core Connections 2 (6-8) 2010 College Preparatory Mathematics (CPM) - Core Connections 3 (6-8) 2010 College Preparatory Mathematics (CPM) - Core Connections Integrated (8) 2010 College Preparatory Mathematics (CPM) - Core Connections Spanish (6-8) 2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Focus on Earth Science California Edition, Glencoe/McGraw-Hill (6) 2009 Focus on Life Science California Edition, Glencoe/McGraw-Hill (7) 2009 Focus on Physical Science California Edition, Glencoe/McGraw-Hill (8) 2009 Spanish Focus on Earth Science California Edition, Glencoe/McGraw-Hill (6) 2009 Spanish Focus on Life Science California Edition, Glencoe/McGraw-Hill (7) 2009 Spanish Focus on Physical Science California Edition, Glencoe/McGraw-Hill (8) 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	World History: Ancient Civilization, McDougal Littell (6) 2009 World History: Medieval and Early Modern Times, McDougal Littell (7) 2009 Creating America: Beginning through World War I, McDougal Littell (8) 2009 World History: Ancient Civilization, Spanish McDougal Littell (6) 2009 World History: Medieval and Early Modern Times, Spanish McDougal Littell (7) 2009 Creating America: Beginning through World War I, Spanish McDougal Littell (8) 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	StudySync (ELD), McGraw-Hill Education (6-8) Adopted 2018 **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)

Based upon our last safety inspection, school status is good. Majority of the systems inspected received a good rating, and the few that received a fair rating have been addressed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/10/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Remove overhead storage. Remove sanitizers.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Move extension cords out of the way.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Work order has been put in to repair sink.
Safety: Fire Safety, Hazardous Materials	Fair	Secure hand sanitizers/chemicals. Remove overhead storage.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	54	59	42	43	50	50
Math	36	42	26	29	38	39

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 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	19.9	23.0	13.8

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	611	608	99.51	58.88
Male	327	325	99.39	52.92
Female	284	283	99.65	65.72
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	585	582	99.49	59.62
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	425	424	99.76	55.66
English Learners	132	131	99.24	41.22
Students with Disabilities	73	73	100.00	15.07
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	611	609	99.67	41.71
Male	327	325	99.39	40.00
Female	284	284	100.00	43.66
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	585	583	99.66	42.20
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	425	424	99.76	36.32
English Learners	132	131	99.24	23.66
Students with Disabilities	73	73	100.00	8.22
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
SSC- School Site Council
School Site Council meetings present opportunities for parents, teachers, students, and support staff to articulate and disaggregate data from assessment and instruction. Parents are invited to attend School Site Council Meetings on a designated Thursday every other month.

Think Together - After School Program in Recreation and Enrichment
Provides academic support and recreation for those recommended students in 6th, 7th, and 8th grade. Academic support is provided by college tutors.

ELAC – English Learner's Advisory Council
The monthly English Learner's Advisory Council (ELAC) meetings are comprised of EL parents, teachers, and administrators. At ELAC meetings, parents are informed and given copies of state standards. Currently, the ELAC's responsibilities have been ceded to the School Site Council.

Community Partnerships
District-wide, The STEAM Academy works in partnership with the Hispanic Scholarship Fund. The partnership with HSF is to help create awareness about scholarship opportunities and the necessary requirements for a 4-year university. Each year, students and parents attend informational meetings about supporting and reaching academic goals. Student participants attend field trips and presentations geared towards preparation for post-secondary education. Multiple scholarships are available to students as they move through high school and into post-secondary education.

Our school has built close partnerships with many service providers in the community to prevent substance abuse. For example, students from The STEAM Academy receive counseling from ALMA Family Services. STEAM facilitates, promotes, and hosts community events and activities with ERUSD and the City of Pico Rivera. Activities focus on concrete ways students can support their community. Each holiday season, SA@B adopts a family for Thanksgiving and Christmas in order to provide a proper holiday experience for a family in need. STEAM also participates in a nationwide program called Pennies for Patients to raise money and help support the mission of the Leukemia & Lymphoma Society: Cure leukemia, lymphoma, Hodgkin's disease and myeloma, and improve the quality of life of patients and their families. Other community involvement opportunities include: City of Pico Rivera March for Peace, American Cancer Society's Relay for Life at El Rancho High School, Trick or Treat for Hunger, and Community Pride Day. Every day, at the beginning of second period, announcements are made notifying students of activities. These announcements are kept at a minimum in order not to disrupt the learning environment. Teachers also take a proactive role in establishing community connections.

DAC – District Advisory Council
This council is the same as the School site council, but on a district level.

DELAC – District EL Advisory Council
This council is the same as the English Learner's Advisory Council, but on a district level.

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
Safety Plan is reviewed with staff at the beginning of each school year during staff meetings and reinforced throughout the year as needed via performance reviews of drills. Key elements of the plan are preparation for fire, earthquake, active shooter, and hazardous materials. Fire drills are conducted several times a year and earthquake drills are conducted once a semester, emergency bin is inspected twice a year, and all fire extinguishers are checked once a month by custodian. Fire marshal and inspectors review school twice a year to ensure safety compliance.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.4	3.7	5.3
Expulsions Rate	0.0	0.0	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	2.5	2.9
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	610.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	30	2	7	8	29	4	3	11	24	8	6	7
Mathematics	23	2		1	32	2	3	10	28	3	6	7
Science	32	1	3	9	33	1	1	11	29	2	6	6
Social Science	32	1	4	8	33	1	1	11	29	2	6	6

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	11	12

The district provides professional learning opportunities to meet the needs of administrators, teachers, and support staff at all levels of the organization: Beginning Teachers Support and Assessment (BTSA); Peer Assistance Review (PAR) for veteran teachers; District and site administrators; Teachers and support staff; and Digital Learning Coaches.

Three full days and approximately 18 half days of professional learning were offered at our school sites in the 2018-19 school year. The topics addressed were based on teachers' need assessment surveys, student assessment data analysis, and district and school-wide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites is determined by in-depth data analysis and aligned to the instructional focus areas. English learners and special population training are offered on-site as needed. In addition, teachers and support staff also attend off-site workshops or conferences.

2018-19 Analysis of data led to the identification of professional learning priorities. Whole group instruction, small group differentiated instruction, and designated English language development supported strengthening language arts instruction at the elementary level. Professional learning in mathematics focused on the Standards for Mathematics Practice, in conjunction with problem-solving and modeling and data analysis at the middle school level. At the high school, professional learning was prioritized for the Expository Reading and Writing Course which develops students' academic literacy in rhetorical and analytical reading, writing, and thinking. All schools participated in professional learning opportunities centered on data literacy. Professional development is provided during modified day schedules, pupil-free days, release days, and conferences/workshops outside the district. Professional learning is supported through in-class coaching, teacher-principal meetings, observations, and demonstration lessons.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,977	$49,084
Mid-Range Teacher Salary	$72,725	$76,091
Highest Teacher Salary	$97,462	$95,728
Average Principal Salary (ES)	$118,355	$118,990
Average Principal Salary (MS)	$122,472	$125,674
Average Principal Salary (HS)	$130,732	$137,589
Superintendent Salary	$215,004	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	35%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$3,525.60	$393.10	$3,132.51	$68,355.91
District	N/A	N/A	$8,905.40	$80,688.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-95.9	1.8
School Site/ State	-80.1	4.1

Note: Cells with N/A values 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

The following programs and services are available in the district to support and assist students:
- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Language Arts, Mathematics Cadres
- Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)
- Positive Behavioral Interventions and Supports (PBIS)
- Career Technical Education (CTE)
- International Baccalaureate (IB)
- Robotics
- Promise Program

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.