

The STEAM Academy at Burke

8101 Orange Ave. • Pico Rivera, CA 90660 • 562-801-5059 • Grades 6-8

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

El Rancho Unified School District

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School Description

The STEAM Academy at Burke - Mission Statement:

It is our mission to prepare all students to succeed in a changing world by becoming effective communicators, problem solvers, critical thinkers, and responsible members of society. Our staff exemplifies a commitment to children by wholeheartedly participating in professional development. We strongly believe that student achievement and the staff's willingness to grow will meet the ever-changing challenges of education.

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 605 sixth through eighth grade students, with 24 full time teachers, a counselor, and 30 support staff. We are the first Magnet Middle School within the El Rancho Unified School District. Our Magnet School has been 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 choices 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 curriculum, 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, which is a teaching method in which students gain the knowledge and skills by working for 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.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at 562-801-5059.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	167
Gr. 7	192
Gr. 8	179
Total	538

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.0
Asian	0.4
Filipino	0.0
Hispanic or Latino	97.8
Native Hawaiian/Pacific Islander	0.0
White	1.3
Two or More Races	0.0
Socioeconomically Disadvantaged	86.1
English Learners	11.9
Students with Disabilities	12.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
The STEAM Academy at Burke	12-13	13-14	14-15
Fully Credentialed	25	24	21
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	1	1	1
El Rancho Unified School District			
12-13	13-14	14-15	
Fully Credentialed	◆	◆	365
Without Full Credential	◆	◆	4
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
The STEAM Academy at Burke	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.23	3.77
Districtwide		
All Schools	94.94	5.06
High-Poverty Schools	94.94	5.06
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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 elementary 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: October 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Reading, Houghton Mifflin (K-6) 2009 Timeless Voices, Prentice Hall (7-8) 2009 Timeless Themes, Prentice Hall (7-8) 2009
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	California Standards-Driven Mathematics, CGP (6-7) 2010 Algebra I (Algebra Connections), CPM (8) 2010
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	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
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	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
ELD The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	High Point, Hampton-Brown (6-8) 2009

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: 11/26/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]			
Interior: Interior Surfaces	[X]			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]			
Electrical: Electrical		[X]		Remove extension cords and back to back surge plug by 12/31/14
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]			
Safety: Fire Safety, Hazardous Materials		[X]		Secure bookcases by 12/31/14 Remove storage/file cabinets by 12/31/14 Remove fabric from fire alarm pull by 12/31/14
Structural: Structural Damage, Roofs	[X]			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/26/2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]				
Overall Rating	Exemplary	Good	Fair	Poor	
		[X]			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	55	62	43	51	53	51	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	52	54	60	45	50	50	54	56	55
Math	39	36	45	40	44	46	49	50	50
HSS	55	53	57	45	49	46	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	5	5	6
Similar Schools	4	5	7

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.4	30.6	25.8

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	51
All Student at the School	43
Male	51
Female	36
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	43
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	40
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	22	4	31
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	21	3	32
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	25	2	29
English Learners	16	5	43
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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 Monday 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. Burke 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 has a Canned Food Drive; food baskets are donated to needy families in a food distribution program facilitated by the Pico Rivera Women’s Club. “Christmas in Baja” is an opportunity for students and staff to donate gifts that local community members take to children in Mexico. Other community involvement opportunities include: City of Pico Rivera March for Peace, American Cancer Society’s Relay for Life at El Rancho High School, Pennies for Patients (a program to raise money for the Leukemia and Lymphoma Society), 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 School Climate State Priority (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 once a month during staff meetings. Key elements of the plan are preparation for fire, earthquake, active shooter, and hazardous materials. Fire drill and earthquake drills are conducted once a month, 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			
School	11-12	12-13	13-14
Suspensions Rate	8.0	11.5	7.0
Expulsions Rate	0.9	0.0	0.7
District	11-12	12-13	13-14
Suspensions Rate	6.6	5.7	4.4
Expulsions Rate	0.2	0.0	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	.4
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	600

* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		19	20		27	27		25	20		7	13
English	25.9	26	24	9	5	8	7	15	16	10	4	5
Math	23.8	25	22	6	6	10	10	7	10	3	4	1
Science	26.9	34	27	3	1	3	9		6	3	10	5
SS	28.8	25	29	3	3	2	2	10	6	9	2	5

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,431	\$41,243
Mid-Range Teacher Salary	\$62,802	\$64,893
Highest Teacher Salary	\$79,885	\$83,507
Average Principal Salary (ES)	\$96,384	\$103,404
Average Principal Salary (MS)	\$100,080	\$109,964
Average Principal Salary (HS)	\$129,684	\$120,078
Superintendent Salary	\$41,000	\$183,557
Percent of District Budget		
Teacher Salaries	38	40
Administrative Salaries	4	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$3,604	\$492	\$3,112	\$67,280
District	♦	♦	\$2,619	\$67,975
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			18.8	-1.0
Percent Difference: School Site/ State			-33.6	-0.7

Types of Services Funded at The STEAM Academy at Burke

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
- Supplemental Educational Services (PI Years 2-5 only)
- Advancement Via Individual Determination (AVID)
- Language Arts and Mathematics Curriculum Councils
- Technology
- Advanced Placement Classes

Professional Development provided for Teachers at The STEAM Academy at Burke

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages:

- Beginning Teachers Support and Assessment (BTSA) program as approved by the State of California which provides experienced mentor support for all new teachers earning their California Clear Credential
- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies
- Certificated and Staff Training
- Site Administrator Training
- Common Core Professional Development Teams

We dedicate three full days and approximately 18 half days toward professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, and district and schoolwide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and special population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences.