STEAM Academy @ Burke
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	STEAM Academy @ Burke
Street	8101 Orange Ave.
City, State, Zip	Pico Rivera, CA 90660
Phone Number	562-801-7590
Principal	Lorin Yannarella
Email Address	lyannarell@erusd.org
School Website	https://steam.erusd.org/
Grade Span	6-8
County-District-School (CDS) Code	19645276057681

2024-25 District Contact Information

District Name	El Rancho Unified School District
Phone Number	(562) 801-7310
Superintendent	Marco A. Villegas, Ph.D.
Email Address	marcovillegas@erusd.org
District Website	www.erusd.org

2024-25 School Description and Mission Statement

District Vision: Inspiring Learners to Thrive in an Ever-Changing World.
District Mission: We Create Opportunities for Growth and Success.

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

2024-25 School Description and Mission Statement

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 558 sixth through eighth grade students, with 25 full time teachers, 2 counselors, and approximately 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 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, some centered around Project Based Learning (PBL), 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 this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	181
Grade 7	201
Grade 8	176
Total Enrollment	558

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
Non-Binary	0
Asian	0.7
Black or African American	0.4
Filipino	0.7
Hispanic or Latino	96.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.4
White	1.1
English Learners	11.6
Foster Youth	0.7
Homeless	1.3
Socioeconomically Disadvantaged	83.9
Students with Disabilities	12.2

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)	18.00	75.00	290.90	84.51	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	2.75	1.90	0.56	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.10	9.00	20.30	5.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	6.25	11.90	3.48	12115.80	4.41
Unknown/Incomplete/NA	1.60	6.92	19.00	5.52	18854.30	6.86
Total Teaching Positions	24.00	100.00	344.20	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)	17.60	73.92	288.60	83.37	234405.20	84.00
Intern Credential Holders Properly Assigned	1.30	5.66	3.80	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.30	18.28	37.80	10.93	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.80	1.69	11953.10	4.28
Unknown/Incomplete/NA	0.50	2.10	10.00	2.89	15831.90	5.67
Total Teaching Positions	23.80	100.00	346.20	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.

2022-23 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)	15.10	63.56	251.70	79.48	231142.40	83.24
Intern Credential Holders Properly Assigned	0.80	3.56	1.80	0.58	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.50	27.25	35.70	11.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.70	2.46	11746.90	4.23
Unknown/Incomplete/NA	1.30	5.58	19.60	6.19	14303.80	5.15
Total Teaching Positions	23.80	100.00	316.70	100.00	277698.00	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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	2.10	4.30	6.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.10	4.30	6.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.50	0.00	0
Total Out-of-Field Teachers	1.50	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.20	18.9	29.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.10	0	3.8

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	December, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw-Hill Education (6-8) Adopted 2018 StudySync (ELD), McGraw-Hill Education (6-8) Adopted 2018	Yes	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	Yes	0%
Science	Amplify	Yes	0%
History-Social Science	World History: Ancient Civilization, McDougal Littell (6) 2009 World History: Medieval and Early Modern Times, McDougal Littell (7) 2009	Yes	0%

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

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

School Facility Conditions and Planned Improvements

Based upon our last safety inspection, our overall school rating is good. A majority of the systems inspected received a good rating, and our safety category received a good rating which will be addressed.

Year and month of the most recent FIT report	November, 2024

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	Need to secure cables on ground, and remove overhead storage. Work orders will be created to make the necessary changes.
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	47	43	38	38	46	47
Mathematics (grades 3-8 and 11)	29	30	24	26	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	552	540	97.83	2.17	42.67
Female	272	265	97.43	2.57	45.83
Male	280	275	98.21	1.79	39.64
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	531	521	98.12	1.88	42.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	65	61	93.85	6.15	4.92
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	36	36	100.00	0.00	47.22
Socioeconomically Disadvantaged	468	459	98.08	1.92	39.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	64	96.97	3.03	1.56

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	552	542	98.19	1.81	29.52
Female	272	266	97.79	2.21	25.94
Male	280	276	98.57	1.43	32.97
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	531	523	98.49	1.51	29.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	65	64	98.46	1.54	1.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	36	36	100.00	0.00	44.44
Socioeconomically Disadvantaged	468	461	98.50	1.50	26.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	65	98.48	1.52	1.54

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	31.90	21.69	21.14	21.93	30.29	30.73

2023-24 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	170	167	98.24	1.76	22.16
Female	84	82	97.62	2.38	19.51
Male	86	85	98.84	1.16	24.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	162	159	98.15	1.85	20.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	12	92.31	7.69	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	21	21	100.00	0.00	9.52
Socioeconomically Disadvantaged	145	143	98.62	1.38	18.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	28	93.33	6.67	7.14

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.

2023-24 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.   The administration of the PFT requires only participation results 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	98.5%	99%	99%	99%	99%

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.

2024-25 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 Thursday at least six times per year. The meeting dates for this year as of now are as follows:

10/3/2024
11/7/2024
12/5/2024
1/30/2025
2/27/2025
4/3/2025

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, and updates on students are available to parents/guardians.

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.

Community Partnerships
The STEAM Academy works in partnership with the local community, businesses, and educational institutions to enhance our students' learning experiences. These partnerships vary depending on the staff and relationships with outside entities. Currently, some of these partnerships include parents, local companies, and USC, among others.

Our school and district 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 LA CADA. STEAM facilitates, promotes, and hosts community events and activities with ERUSD and the City of Pico Rivera. Activities focus on concrete ways students can

2024-25 Opportunities for Parental Involvement

support their community. Some of the events and activities may include the following: each holiday season, STEAM Academy @ Burke 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, 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 at a district level.

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	585	571	98	17.2
Female	285	278	51	18.3
Male	300	293	47	16.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	564	551	95	17.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	76	74	15	20.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	494	484	90	18.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	74	19	25.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.77	4.87	5.3	3.45	5.18	5.55	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.17	0	0.09	0.1	0.08	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.30	0.00
Female	4.56	0.00
Male	6.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.14	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	6.58	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.11	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Comprehensive School Safety Plan (CSSP) 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; the emergency bin is inspected twice a year, and all fire extinguishers are checked once a month by our custodian. The Fire marshal and inspectors review the school twice a year to ensure safety compliance. Our School Site Council approved Safety Plan on November 2, 2023 to adopt it for the 24-25 school year.

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	21	9	12	
Mathematics	22	7	9	
Science	23	4	11	
Social Science	8	2		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	11	10	
Mathematics	21	8	8	
Science	24	4	10	
Social Science	8	2		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	8	12	
Mathematics	24	6	9	1
Science	27	2	9	3
Social Science	10	2		

2023-24 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	279

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	$1,840.16	$514.43	$1,325.74	$89,957.03
District	N/A	N/A	$9,547.84	$94,324
Percent Difference - School Site and District	N/A	N/A	-151.2	-4.7
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	-156.2	-5.1

Fiscal Year 2023-24 Types of Services Funded

As part of the data analysis and goal setting through the School Plan for Student Achievement (SPSA) development, the school determined the following services are priorities and required funds to be allocated to towards them:

- After School Tutoring & Enrichment

Fiscal Year 2023-24 Types of Services Funded

- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Interim Assessments
- Math, ELA, Science, and Humanities Cohorts
- Science, and Visual and Performing Arts Curriculum Councils
- Technology upgrades to ensure the schools remain 1:1 with every student also having access to a home Chromebook for homework; technology upgrades to provide staff adequate equipment that allows for enhanced presentations and engagement during lessons.
- Accelerated Classes
- Project Lead the Way (PLTW)
- Positive Behavioral Interventions and Supports (PBIS) program, workshops &n incentives to further promote positive behavior and encourage kindness (while decreasing Office Discipline Referrals).
- Robotics
- AVID (Advancement Via Individual Determination)
- Music
- Enrichment Courses
- Spanish Language Arts
- Promise Program
- ELPAC Academy
- STEM equipment for the School Innovation Lab
- Additional Benchmark Universe Training and CAASPP Test Items & Performance Task trainings
- Next Generation Science Standards Support
- ELPAC Academy

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,153	$58,855
Mid-Range Teacher Salary	$88,149	$92,519
Highest Teacher Salary	$118,132	$114,665
Average Principal Salary (Elementary)	$150,110	$142,791
Average Principal Salary (Middle)	$152,039	$151,078
Average Principal Salary (High)	$163,405	$167,094
Superintendent Salary	$240,000	$281,086
Percent of Budget for Teacher Salaries	28.98	30.99
Percent of Budget for Administrative Salaries	4.44	5.37

Professional Development

Professional development is planned and implemented in a variety of settings, which include course-alike, department based, site based, and district-wide. Our school has an early release/late start schedule, where they have an opportunity to collaborate weekly. In addition, there are five student free days built into the district calendar for districtwide professional development. These days are critical in building teacher and staff capacity with current and relevant pedagogy, curriculum, and data.

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.

The focus during the professional learning opportunities includes the use of technology resources and platforms, instructional best practices, social-emotional learning and mental health practices, data analysis, and teacher collaboration and planning.

Professional development is determined by in-depth data analysis and aligned to the instructional focus areas. English learners and special population training are offered on-site and at the district level as needed. In addition, teachers and support staff also have the opportunity to participate in virtual workshops or conferences.

Traditionally, the 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. Our school site participated in professional learning opportunities centered on data literacy and Universal Design. Professional development that has traditionally been 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.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40