

The Single Plan for Student Achievement

School: STEAM Academy @ Burke
CDS Code: 19645276057681
District: El Rancho Unified School District
Principal: Edna Tristan
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

Table of Contents

| | |
|--|----|
| School Vision and Mission | 3 |
| School Profile..... | 3 |
| Comprehensive Needs Assessment Components | 3 |
| Data Analysis | 3 |
| Surveys | 3 |
| Classroom Observations..... | 4 |
| Analysis of Current Instructional Program | 4 |
| Description of Barriers and Related School Goals | 11 |
| School and Student Performance Data | 12 |
| CAASPP Results (All Students) | 12 |
| CELDT (Annual Assessment) Results..... | 16 |
| CELDT (All Assessment) Results | 17 |
| LCFF State Priorities Snapshot | 18 |
| Planned Improvements in Student Performance | 19 |
| School Goal #1 | 19 |
| School Goal #2..... | 23 |
| School Goal #3..... | 27 |
| School Goal #4..... | 29 |
| School Goal #5..... | 32 |
| School Goal #6..... | 34 |
| Title I Program Improvement (PI)..... | 36 |
| Title I School Wide Plan | 38 |
| Summary of Expenditures in this Plan..... | 39 |
| Total Allocations and Expenditures by Funding Source | 39 |
| Total Expenditures by Object Type..... | 40 |
| Total Expenditures by Object Type and Funding Source | 41 |
| Total Expenditures by Goal | 42 |
| School Site Council Membership | 43 |
| Recommendations and Assurances..... | 44 |

School Vision and Mission

STEAM Academy @ Burke's Vision and Mission Statements

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 Profile

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 620 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 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 schools 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.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

STEAM Academy @ Burke collects data from various stakeholders. Students have the opportunity to provide feedback through the California Healthy Kids Survey as well as site-based student survey. Surveys have shown the demand for increased access to technology, more professional development for teachers, and interactive and engaging classrooms. Surveys were then reviewed with School Site Council, where it was determined there was a need for more technology and more professional development for teachers.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are visited regularly by administrators, both formally and informally. Teachers and administrators interact very frequently with ease, and constantly discuss classroom instruction, goals, and innovative approaches. This is an informal process that allows for the conversations about instruction to take place between administration and teachers. Formal observations also take place as part of the regular evaluation process and are accompanied by follow-up meetings to discuss the observation.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASPP

Criterion referenced tests aligned to the state adopted Common Core standards describe what students should know and should be able to do at each grade level in each subject area. At the beginning of each year, the principal gives each staff member the most recent CAASPP results, which shows claims and targets with preliminary data. Also, parents annually receive copies of their child's results.

California English Language Development (CELDT)

Measures the English Language Development of students whose primary language is a language other than English. Includes assessments in English reading, speaking, listening, and writing skills. Before these students enter the STEAM Academy for their 6th grade year, the counselors and administrators have already identified students needing specific academic supports such as remedial instruction, ELD, special education, or differentiated instruction by screening all incoming 6th graders' standardized test scores, CELDT scores, teacher recommendations, and report cards. To anticipate the academic needs of incoming 6th grade students, teachers also utilize the information provided by feeder schools to identify strengths and weaknesses of each new student which includes a recent writing sample.

California Alternate Performance Assessment (CAPA)

Tests to see if students with severe cognitive disabilities are making measurable progress. Special Education students, whose handicap precludes their taking the CAASPP, take the CAPA as per their IEPs. CAPA is given in the spring, and results are mailed home in the summer.

District Assessments (IAB's via CAASPP)

Bi-annually measure student progress on the Common Core California State Standards. The IAB exams are designed to improve and promote teaching and learning by providing information that can be used to monitor student progress toward mastery of the CCSS. Results help teachers determine the standards that remain to be taught and each student's growth in mastering standards.

English Language Development Progress Reports

Tri-annually measures English Learner progress through district ELD program unit tests toward fluent English proficiency (re-designation). ELD students are tested three times yearly and must pass at 70% or higher to qualify for next level. Those results are turned over to the school counselor and used for programming for the upcoming year.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Formative assessments are used weekly to determine instructional needs and students' current ability levels. Daily checking for understanding strategies are used as well in conjunction with data to help drive instruction. Summative assessments are also used to develop curriculum and instruction. The CAASPP Interim Assessment system is used to give students benchmark exams. Benchmark assessments are focused on the Common Core standards, using Constructed Response questions, along with Selected Response. The results of these tests are accessed online by teachers so that they may better assess and address student deficits and strengths in the areas of math and language arts. Teachers not only examine data for their individual classes, but also take the time to collaborate with other teachers to examine best practices and effective strategies, and how to possibly adopt these practices and strategies for use in their own classrooms.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are properly credentialed and receive professional development every Wednesday. Specialized professional development also takes place as needed.

100% of teachers are trained in Project Based Learning by the Buck Institute of Education.

5 teachers attended the PBL World Conference this summer to receive a second level of training in PBL by BIE.

4 teachers on the AVID Site Team attended the AVID Summer Institute.

All teachers receive training in AVID strategies provided by the AVID Site Team.

All math teachers attended California Math Council South Conference.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The Professional Development Cycle at The STEAM Academy consists of assessment, assessment data analysis, staff development, and the modification of practices and procedures.

The following are the types of assessments used:

IAB Benchmark Exams, CAASPP, CELDT, CAPA, core class grades, portfolios, standardized tests, and end of chapter tests.

Teachers are continually trained. Staff development consists of sending teacher experts to workshops and conferences; experts then adapt and deliver a presentation for the STEAM Academy staff. Such workshops may include the MCC or ELACC, and "Response to Intervention". STEAM Academy teacher experts participate in, or have participated in, Computer Using Educators (CUE) conferences, Bilingual Teacher Training Program (BTTP), California Association of Bilingual Educators (CABE), California Math Council (CMC), California Science Education Conference (CSEC), California League of Middle Schools (CLMS) as both participants and presenters, the California Association for the Gifted (CAG), Orange County Math Project at Fullerton (OCMPF), AVID Conferences, and LACOE trainings/seminars.

Teachers use the knowledge gained from staff development days and other outside seminars and learning tools to develop new techniques to be used in their classrooms.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers meet regularly with each other and share and supportive and innovative ideas. When needed, coaches or models are brought in to support their development. Contract with Buck Institute of Education (BIE) for PBL support and training. Two

teachers also are a part of the BTSA program and are receiving on going teacher training through that program. Math, Science, and ELA teachers also work with district coaches and train teachers on site.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Every Wednesday, during modified day, we have grade level and department meetings. During grade level meetings - teachers develop and plan lessons, discuss best practices, and develop intervention plans for struggling students. During department meetings, teachers develop and work through instructional strategies, best practices, analyze student data, and share professional findings with each other. In addition, modified days are used for school wide professional development in the areas of technology and instruction, Project Based Learning, AVID strategies, and other current strategies.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Each student has a core textbook for every core content area. The textbook adoptions are displayed and described in the accompanying attachment. Only textbooks that are approved by the state are considered for adoption. The curriculum, instruction, and materials are aligned with the state's content and performance standards by making appropriate textbook adoptions and using the following strategies.

Planning Sessions: The school aligns curriculum, instruction, and materials by having grade level and department meetings targeting articulation on standards and strategies. Standards are reflected in lesson plans. We display the academic standards in classrooms, develop and use Learning Objectives with Language,(LOL's) use standards-based rubrics, 3B4ME strategy to enhance critical thinking skills, employ reciprocal teaching, and use SDAIE strategies. Graphic organizers stair-stepping the standards provide access to grade level standards in many subjects. Much of the current focus will revolve around Common Core transition and planning.

Instructional Strategies: Method of delivery is cross-content, with heavy emphasis on Project Based Learning (PBL). Teachers are able to deliver their lessons in a variety of modalities that address different learning styles. A focus has been placed on explicit direct instruction. Additional emphasis placed on the 21st Century skills of collaboration, communication, critical thinking, and creativity.

Program Structure: The base program at the STEAM Academy emphasizes basic skills, state grade-level standards, and core curriculum, as established by the California Common Core Standards, and advanced courses in Career and Technical Education.

Modified and School Improvement Plan Days: An emphasis will be placed on staff development in all areas of the curriculum. A school-based coordinated plan has been utilized to provide the STEAM Academy staff with three Staff Development days and 30 modified days to establish an effective in-service program that will help our teachers serve the needs of our students. These days provide ample quality release time for our staff.

Instructional Minutes: The STEAM Academy has 7 class periods per school day and each class period is fifty minutes (50) in duration with a four (4) minute passing time.

CAASPP IAB: Interim Assessment Blocks using the CAASPP system are used for benchmark testing which is performed two times per year. Interim assessments provide us with the information necessary to guide instruction that will benefit each of our students throughout the school year. These benchmark assessments are aligned with grade-level CCSS content in mathematics and English language arts. The results of these tests are accessed online by the teachers so that they may better assess and address student deficits and strengths in the areas of reading, math, and language arts. Teachers not only examine data for their individual classes, but also take the time to collaborate with other teachers and examine what strategies work for them and how to possibly adopt effective strategies for use in their own classrooms.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our instructional minutes meet the legal requirements for all subjects. Instructional Minutes: The STEAM Academy has 7 class periods per school day and each class period is fifty minutes (50) in duration with a four (4) minute passing time.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

With the 7 period day, our master schedule has much more flexibility and we are able to provide the proper intervention courses. Program Scheduling: In January, STEAM Academy administrators and counselors review, revise, and plan the Master Schedule in compliance with the requirements of the state, ERUSD, and the specific learning needs of students. Flexibility in the Master Schedule eliminates tracking and keeps the educational program based on meeting students' needs, raising student performance to grade-level standards, and enhancing the learning experience of all learners.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Title I Students:

Title I learners are provided with an Accelerated Reading (A.R.) class, library services which support A.R., classroom aides, instructional materials, parent educational materials, technology, and after school tutoring. If they are not meeting standards in both Math and Language Arts, they will receive built in intervention classes for both areas of need.

English Learners (ELD level):

Within 30 days of their initial enrollment, students who are identified upon enrollment as having a primary language other than English shall be assessed in English proficiency in comprehension, speaking, reading and writing.

Within 90 days of initial enrollment, students identified as being of limited-English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. The Superintendent or designee develops criteria for determining, on the basis of these assessments, which students will require academic instruction through their primary language. (Education Code 52164.1, 62002; Code of Regulations, Title 5, 4304)

English Learners are provided with an English Language Development (ELD) program that is based on the California ELD standards. The ELD differentiates instruction according to proficiency levels:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

ELD students use the Hampton Brown Highpoint English textbooks, as designated by the district, in their English Language Development courses.

Special Education

A Student Study Team made up of counselors, teachers, and a school psychologist recommends that a student be assessed for a disability. A parent must then give their consent so that the assessments may be performed. The assessments may be performed by the school psychologist, the special ed teacher, the speech and language specialist, an occupational therapist, and others. An initial IEP meeting is held in order to discuss the results of the assessments by the different parties. Eligibility for special education services is determined by the IEP team during this meeting. If it is determined that the student qualifies for special education services, then goals for that student are determined and written up as part of their IEP.

The Special Education program provides special needs students with equal access to the curriculum provided for all students, and an opportunity to participate and benefit from extra-curricular activities. The special services received by these students provides support and extension activities which enhance their participation in the regular classroom. The lesson and assignments received by the students with special needs are rigorous and challenging for their diagnosed levels. Special Education includes:

- Resource Specialist Program (inclusion and direct services, resource and SAI)
- Communication Program
- Health Screening
- Student Study Team – including appropriate representatives

- Other designated instructional services as dictated by each student's IEP

Migrant Education

Upon entering STEAM Academy., the counselor identifies any children who require additional support due to interruptions in their schooling because of the mobility pattern of the family unit. Children in the Migrant Education Program receive additional services such as dental, hearing, and vision screenings. The Los Angeles County Office of Education provides all necessary services.

Gifted & Talented (GATE)

High achieving students are programmed by report card grades, teacher recommendation, and assessment scores. The GATE program is designed to provide an intellectually stimulating learning environment that enables gifted students to master content standards via differentiated instruction. The differentiated curriculum is geared towards depth and complexity. All students are eligible for nomination. They are identified GATE from a variety of sources. Guidance and counseling appropriate for gifted students are available and used. Staff development enables teachers to learn recent teaching techniques and how to apply differentiated instruction

Redesignated Fluent English Proficient –RFEP

In order for an English Learner to be reclassified as a FEP, the student must receive a minimum score of 325 in English Language Arts on the California Standards Test or California Modified Assessment OR CST of 300-325 for 2 consecutive years in ELA on the California Standards Test or California Modified Assessment. They must also have a C or better in ELD OR a C or better on 3 consecutive or 4 nonconsecutive on-level units in High Point (Level B or above for 6th grade, Level C or above for 7th and 8th grades). Student academic performance must be C or better in ELA or basic or better on ELA benchmark exams. Parent are also provided notice of their right to participate in the reclassification process.

Re-designated Fluent Proficient (RFEP) students are provided with a standards based program. It includes a six-month follow-up, after re-designation, in order to review their progress and provide a smooth transition into the regular mainstream. RFEP students within the regular program who are not achieving at a proficient level will benefit from the tutoring program.

The text selection process for both core and supplemental instructional materials is done by a committee which is comprised of district and site personnel. The process involves reviewing current textbooks that are on the state adoption list. Input is received and a consensus is reached before any textbooks or supplemental materials are adopted.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All core classes use the standards aligned instructional materials, along with supplemental materials as well.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Accelerated Reader (AR)

All students have access to the Accelerated Reader (AR) program, an integrated technology and reading program that includes individualized testing and tiered reading levels. AR teachers have immediate access to each student's reading level via STAR Reading test results. STAR tests are given at the beginning, middle and end of each school year to show a student's growth in reading. After students read books at their level, they take a reading comprehension test. Results of each test, The Opportunity to Praise a Student (TOPS), provide immediate results on how each student is progressing towards quarterly and state reading goals. AR requires students to track their growth and goals statistically, thus providing cross-curricular links to mathematics.

Program Scheduling

In January, STEAM Academy administrators and counselors review, revise, and plan the Master Schedule in compliance with the requirements of the state, ERUSD, and the specific learning needs of students. Flexibility in the Master Schedule eliminates tracking and keeps the educational program based on meeting students' needs, raising student performance to grade-level standards, and enhancing the learning experience of all learners.

Instructional Practices

The STEAM Academy is committed to academic excellence for all students with a solid academic curriculum and high quality instructional practices.

English Language Development

English Language Development (ELD) courses provide opportunities for on-going monitoring and evaluation. The ELD program uses High Point by Hampton-Brown. EL success is also coordinated between the school and district with the English Learner Support Class (ELLSC), California English Language Development Test (CELDT) results, and teacher opportunities for collaboration and planning. The collaboration and planning activities include monthly district EL program contact teacher meetings, school site ELD staff meetings, and School Site Council (SSC) meetings comprised of EL parents, teachers, and administrators. ERUSD Categorical Programs Office coordinates these and other federally funded programs; the EL program contact teacher attends district meetings to articulate ELD issues.

Student Study Team (SST)

STEAM Academy teachers are observant of student progress and are quick to intervene at the first sign of trouble. When teachers' efforts fail to resolve an issue, they promptly contact the school counselor to schedule an SST. All members of the Student Study Team cooperatively develop a plan of action to assist the student in reaching grade level proficiency. If problems persist, students are referred to Special Education for teaching.

These interventions align with the identified student deficit in the areas of English Learners, Language Arts, and Math.

14. Research-based educational practices to raise student achievement

The base program at the STEAM Academy emphasizes basic skills, state grade-level standards, and core curriculum, as established by the California Common Core Standards, and advanced courses in Career and Technical Education. Through the latest curriculum planning, STEAM staff are familiar with the latest research from Buck Institute of Education, Marzano, Schmoker, Dr. Zhao, and Sir Ken Robinson. Through the use of direct instruction, clear objectives, environments that foster creativity and promote collaboration. We are constantly using the latest best practices that are research based in order to increase student engagement and learning.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

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.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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.

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.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Intervention programs (Before, during, and after school)

Under-performing students are also highly encouraged to attend after-school math tutoring, Homework Club, and Think Together. After-school math tutoring targets the students that need to be brought up to grade level. Math intervention using after school math tutoring and math intervention lessons is in place in order to address the identified student deficit in mathematics. Currently, math lessons addressing key standards are being taught during the first half of the math tutoring hour. Both the math tutoring program and Homework Club are each run by three qualified teachers who are paid stipends.

18. Fiscal support (EPC)

STEAM Academy receives Title I funding and Base funding.

Description of Barriers and Related School Goals

Various factors present barriers to our school goals. One major barrier is poor student attendance which negatively affects student achievement. Lack of parental support and involvement is also a barrier to student achievement. Research shows that children whose parents are involved in their education are more likely to do well in school. Consistent and equitable access to the latest educational technology due to lack of funding is a barrier to our school goals. The need for improved and increased staff development is also a barrier, as research has shown that the single most important factor in increasing student achievement is the classroom teacher. Unfortunately, we are often restricted by funding and/or time for professional development. We will continue to strive to support teachers in any way possible, and seek creative ways to use our time more effectively, and seek funding to further develop our teachers.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 6 | 201 | 208 | 202 | 197 | 200 | 200 | 197 | 200 | 200 | 98.0 | 95.7 | 99 |
| Grade 7 | 176 | 196 | 211 | 170 | 195 | 209 | 170 | 195 | 209 | 96.6 | 99.5 | 99.1 |
| Grade 8 | 193 | 180 | 201 | 190 | 178 | 200 | 190 | 177 | 200 | 98.4 | 98.9 | 99.5 |
| All Grades | 570 | 584 | 614 | 557 | 573 | 609 | 557 | 572 | 609 | 97.7 | 97.9 | 99.2 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 6 | 2519.9 | 2525.5 | 2530.9 | 10 | 15 | 13.00 | 38 | 37 | 42.00 | 34 | 30 | 28.00 | 19 | 19 | 17.00 |
| Grade 7 | 2539.4 | 2567.9 | 2567.3 | 6 | 15 | 16.27 | 38 | 45 | 45.93 | 34 | 23 | 22.49 | 22 | 16 | 15.31 |
| Grade 8 | 2559.8 | 2573.2 | 2574.6 | 8 | 11 | 12.50 | 43 | 45 | 45.00 | 30 | 32 | 25.00 | 19 | 12 | 17.50 |
| All Grades | N/A | N/A | N/A | 8 | 14 | 13.96 | 39 | 42 | 44.33 | 32 | 28 | 25.12 | 20 | 16 | 16.58 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 6 | 12 | 12 | 16.50 | 48 | 50 | 56.00 | 40 | 39 | 27.50 |
| Grade 7 | 9 | 20 | 22.97 | 58 | 50 | 52.15 | 34 | 30 | 24.88 |
| Grade 8 | 18 | 23 | 22.50 | 54 | 59 | 48.00 | 28 | 19 | 29.50 |
| All Grades | 13 | 18 | 20.69 | 53 | 53 | 52.05 | 34 | 30 | 27.26 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 6 | 23 | 24 | 22.00 | 55 | 55 | 56.50 | 22 | 22 | 21.50 |
| Grade 7 | 24 | 42 | 35.41 | 52 | 48 | 52.15 | 25 | 11 | 12.44 |
| Grade 8 | 21 | 21 | 35.00 | 66 | 66 | 50.00 | 14 | 13 | 15.00 |
| All Grades | 22 | 29 | 30.87 | 58 | 56 | 52.87 | 20 | 15 | 16.26 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 6 | 9 | 11 | 17.50 | 75 | 72 | 71.00 | 16 | 18 | 11.50 |
| Grade 7 | 11 | 16 | 14.35 | 68 | 67 | 68.42 | 22 | 17 | 17.22 |
| Grade 8 | 7 | 8 | 12.00 | 68 | 77 | 69.00 | 25 | 14 | 19.00 |
| All Grades | 9 | 12 | 14.61 | 70 | 72 | 69.46 | 21 | 16 | 15.93 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 6 | 18 | 32 | 32.50 | 64 | 55 | 49.00 | 18 | 13 | 18.50 |
| Grade 7 | 22 | 31 | 35.89 | 61 | 51 | 49.76 | 18 | 17 | 14.35 |
| Grade 8 | 13 | 26 | 28.00 | 68 | 62 | 55.00 | 18 | 12 | 17.00 |
| All Grades | 18 | 30 | 32.18 | 64 | 56 | 51.23 | 18 | 14 | 16.58 |

Conclusions based on this data:

1. All grade levels must focus on increasing students' reading comprehension skills.
2. All grade levels must continue to focus on developing students' writing and research skills.
3. Sixth grade would benefit from an increased focus on writing strategies.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 6 | 201 | 208 | 202 | 198 | 201 | 202 | 198 | 201 | 202 | 98.5 | 96.2 | 100 |
| Grade 7 | 176 | 196 | 211 | 171 | 194 | 210 | 170 | 194 | 210 | 97.2 | 99 | 99.5 |
| Grade 8 | 193 | 180 | 201 | 188 | 178 | 200 | 188 | 177 | 200 | 97.4 | 98.9 | 99.5 |
| All Grades | 570 | 584 | 614 | 557 | 573 | 612 | 556 | 572 | 612 | 97.7 | 97.9 | 99.7 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 6 | 2512.8 | 2491.9 | 2507.6 | 14 | 11 | 12.38 | 24 | 18 | 21.78 | 31 | 29 | 33.17 | 30 | 42 | 32.67 |
| Grade 7 | 2523.8 | 2553.4 | 2526.7 | 12 | 24 | 13.81 | 23 | 24 | 23.81 | 29 | 25 | 30.48 | 36 | 26 | 31.90 |
| Grade 8 | 2547.4 | 2560.8 | 2559.7 | 13 | 18 | 22.00 | 24 | 23 | 16.00 | 27 | 28 | 30.50 | 36 | 32 | 31.50 |
| All Grades | N/A | N/A | N/A | 13 | 18 | 16.01 | 24 | 22 | 20.59 | 29 | 27 | 31.37 | 34 | 33 | 32.03 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 6 | 20 | 15 | 21.78 | 37 | 33 | 36.63 | 43 | 52 | 41.58 |
| Grade 7 | 18 | 31 | 19.05 | 37 | 35 | 39.05 | 45 | 35 | 41.90 |
| Grade 8 | 20 | 25 | 21.00 | 35 | 34 | 38.00 | 45 | 40 | 41.00 |
| All Grades | 20 | 24 | 20.59 | 36 | 34 | 37.91 | 44 | 42 | 41.50 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 6 | 16 | 11 | 13.86 | 52 | 48 | 46.53 | 33 | 41 | 39.60 |
| Grade 7 | 16 | 26 | 18.57 | 52 | 51 | 48.57 | 32 | 23 | 32.86 |
| Grade 8 | 16 | 14 | 25.00 | 59 | 59 | 43.00 | 24 | 28 | 32.00 |
| All Grades | 16 | 17 | 19.12 | 54 | 52 | 46.08 | 30 | 31 | 34.80 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Grade 6 | 17 | 12 | 14.85 | 56 | 55 | 47.52 | 27 | 33 | 37.62 |
| Grade 7 | 14 | 30 | 20.00 | 75 | 50 | 55.24 | 12 | 20 | 24.76 |
| Grade 8 | 15 | 23 | 26.50 | 62 | 55 | 50.00 | 23 | 21 | 23.50 |
| All Grades | 15 | 22 | 20.42 | 64 | 53 | 50.98 | 21 | 25 | 28.59 |

Conclusions based on this data:

1. There is a need for more focus in the are of concepts and procedures in all grade levels.
2. Students are successfully developing deeper math reasoning skills.
3. We must focus on increasing the achievement of all students by 5% in all mathematics areas.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT Annual Assessment | | | | | | | | | | | | | | |
|--------------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| 6 | | 17 | 27 | 50 | 46 | 38 | 36 | 29 | 23 | 5 | 2 | 8 | 9 | 6 | 4 |
| 7 | 5 | | 21 | 32 | 57 | 49 | 26 | 36 | 26 | 26 | 7 | 3 | 11 | | 3 |
| 8 | | 6 | 36 | 43 | 38 | 29 | 50 | 31 | 36 | 7 | 13 | | | 13 | |
| Total | 2 | 12 | 25 | 42 | 46 | 42 | 36 | 31 | 27 | 13 | 5 | 4 | 7 | 6 | 3 |

Conclusions based on this data:

1. The number of EL's reaching the advanced level more than doubled from 15-16 to 16-17.
2. The number of EL's scoring in the beginning, early intermediate, and intermediate decreased from 15-16 to 16-17.
3. EL performance on the CELDT is increasing overall.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined) | | | | | | | | | | | | | | |
|--------------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| 6 | | 17 | | 50 | 43 | | 36 | 26 | | 5 | 2 | | 9 | 11 | |
| 7 | 5 | | | 30 | 57 | | 25 | 36 | | 25 | 7 | | 15 | | |
| 8 | | 21 | | 43 | 32 | | 50 | 26 | | 7 | 11 | | | 11 | |
| Total | 2 | 15 | | 41 | 43 | | 36 | 28 | | 13 | 5 | | 9 | 9 | |

Conclusions based on this data:

1. A large percentage of our ELD students are very close to reaching the Early Advanced level.

LCFF State Priorities Snapshot

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: Literacy Development |
| LEA/LCAP GOAL: |
| Upon graduation, all students will demonstrate fluent literacy skills using both literary and informational texts. |
| SCHOOL GOAL #1: |
| Upon promotion, STEAM Academy @ Burke students will demonstrate literacy skills using both literary and informational texts. English Language Arts Goal: To increase the number of students meeting the standards by 5%, from 58.3% to 63.3%, as measured by the ELA section of the CAASPP by June 2018. |
| Data Used to Form this Goal: |
| CAASPP summative results from 2016-2017 were analyzed to help inform the development of this goal. |
| Findings from the Analysis of this Data: |
| The percent of students who met or exceeded the ELA standards was 58.3%; this was an increase of 2.3% from the previous year. Intervention along with structured extra time and support has proven to be effective to help raise achievement and must continue. Professional development is continuously needed to support teachers' implementation of the CCSS and to provide more literacy and writing strategies for teachers. |
| How the School will Evaluate the Progress of this Goal: |
| Ongoing progress toward goal objectives will be measured by: 1)CAASPP Results 2)District Benchmark Assesments 3)Site Assessments |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------|--|---|--|----------------|-----------|
| | | | Description | Type | Funding Source | Amount |
| <p>ELA After School Tutoring</p> <p>1)Identify staff for program by 8/30/2017, communicate with all parties involved, and begin to implement tutoring program.</p> <p>2)Administer benchmark exams in Fall and Spring with emphasis on Common Core Standards, primarily Performance Tasks</p> <p>3)Review benchmark results.</p> <p>4)Adjustment of curriculum and/or instruction.</p> <p>5)Identify students through test scores, grades, and staff recommendation</p> <p>6)Contact students and parents to encourage attendance at after school and Saturday tutoring programs.</p> | 8/30/2017 - 6/1/2018 | Edna Tristan, Lorin Yannarella, Summer Pardee, Tatiana Sanchez, April Vela, John Ammerman, Ed Fierro | ELA After School Tutoring | 1000-1999: Certificated Personnel Salaries | Title I | 8,407.00 |
| <p>Materials, supplies, and equipment are needed in addition to regular district wide adoptions. The materials are proven to increase student mastery of the standards. The materials will be used as part of the regular school day as well as part of the after school program.</p> <p>1)Assess need for materials and alignment with school plan goals.</p> <p>2)Determine cost.</p> <p>3)Process purchasing paperwork.</p> | 8/30/2017- 6/1/2018 | Edna Tristan, Lorin Yannarella, Summer Pardee, Tatiana Sanchez, April Vela, John Ammerman, Ed Fierro | Instructional Supplies, Materials, Equipment, and Direct Services to benefit the education of Title I students. | 4000-4999: Books And Supplies | Title I | 10,936.29 |
| <p>Staff will attend professional development both inside and outside the school site. The goal of the PD is to improve instructional practices in order to help students meet the CCSS.</p> <p>1) Identify training sessions,</p> | 8/30/2017 - 6/1/2018 | Edna Tristan, Lorin Yannarella, Summer Pardee, Tatiana Sanchez, April Vela, John Ammerman, Ed Fierro | Professional Development, Conferences, Presenters, etc. | 5000-5999: Services And Other Operating Expenditures | Title I | 2,000.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|--|-----------------------------------|--|----------------|----------|
| | | | Description | Type | Funding Source | Amount |
| <p>conferences, seminars that would aid in the professional development of current staff members.</p> <p>2)Identify and use research based books to help improve the professional practice.</p> <p>3)Schedule time on modified days for teachers to share learning with entire staff.</p> <p>4)Monitor implementation of practices.</p> <p>5)Provide release time for collaboration.</p> | | | Substitute Costs | 1000-1999: Certificated Personnel Salaries | Title I | 1,250.00 |
| <p>Implement AVID strategies school-wide by having AVID Site Team teachers train all teachers on strategies during AVID Spotlights and Avid Training Moments (ATM's) at staff professional development meetings.</p> | 8/30/2017-6/1/2018 | Edna Tristan, Lorin Yannarella, Angela Dorough, AVID Site Team, STEAM Teachers | Implementation of AVID Strategies | | | |
| <p>ELA Saturday School Tutoring</p> <p>1)Identify staff for program by 8/30/2017, communicate with all parties involved, and begin to implement tutoring program.</p> <p>2)Administer benchmark exams in Fall and Spring with emphasis on Common Core Standards, primarily Performance Tasks</p> <p>3)Review benchmark results.</p> <p>4)Adjustment of curriculum and/or instruction.</p> <p>5)Identify students through test scores, grades, and staff recommendation</p> <p>6)Contact students and parents to encourage attendance at after school and Saturday tutoring programs.</p> | 10/1/17 - 5/25/18 | Edna Tristan, Lorin Yannarella, Summer Pardee, Tatiana Sanchez, April Vela, John Ammerman, Ed Fierro | ELA Saturday School Tutoring | 1000-1999: Certificated Personnel Salaries | Title I | 1,170.21 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | | | | |

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: Mathematics and Problem Solving |
| LEA/LCAP GOAL: |
| Upon graduation, all students will demonstrate the mathematical skills required to be an astute problem-solver. |
| SCHOOL GOAL #2: |
| Upon promotion, STEAM Academy @ Burke students will demonstrate mathematical skills required to be an astute problem-solver. Mathematics Goal: To increase the number of students meeting the standards by 5%, from 36.6% to 41.6%, as measured by the Mathematics section of the CAASPP by June 2018. |
| Data Used to Form this Goal: |
| CAASPP summative results from 2016-2017 were analyzed to help inform the development of this goal. |
| Findings from the Analysis of this Data: |
| The percent of students who met or exceeded the Math standards was 36.6%; this reflects a drop of 3.4% from the previous year. Intervention along with structured extra time and support has proven to be effective to help raise achievement and must continue. Professional development is continuously needed to support teachers' implementation of the CCSS and their development of the eight mathematical practices in students. |
| How the School will Evaluate the Progress of this Goal: |
| Ongoing progress toward goal objectives will be measured by: 1)CAASPP Results 2)District Benchmark Assesments 3)Site Assessments |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------------|--|--|--|----------------|-----------|
| | | | Description | Type | Funding Source | Amount |
| Math After School Tutoring 1)Identify staff for program by 8/30/2017, communicate with all parties involved, and begin to implement tutoring program. | 8/30/17-6/1/2018 | Edna Tristan, Lorin Yannarella, Sylvia Vela-Amaya,Tor Ormseth, Sergio Almaguer, Darren | Math After School Tutoring Staff Expenditure | 1000-1999: Certificated Personnel Salaries | Title I | 11,312.07 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------------|---|---|---|-------------------------------|---------------------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>2)Administer benchmark exams in Fall and Spring with emphasis on Common Core Standards</p> <p>3)Review benchmark results.</p> <p>4)Adjustment of curriculum and/or instruction.</p> <p>5)Identify students through test scores, grades, and staff recommendation</p> <p>6)Contact students and parents to encourage attendance at after school and Saturday tutoring programs.</p> | | Tran | | | | |
| <p>Materials, supplies, and equipment are needed in addition to regular district wide adoptions. The materials are proven to increase student mastery of the standards. The materials will be used as part of the regular school day as well as part of the after school program.</p> <p>1)Assess need for materials and alignment with school plan goals.</p> <p>2)Determine cost.</p> <p>3)Process purchasing paperwork.</p> | 8/30/17-6/1/2018 | Edna Tristan, Lorin Yannarella, Sylvia Vela-Amaya,Tor Ormseth, Sergio Almaguer, Darren Tran | Instructional Supplies, Materials, Equipment, and Direct Services to benefit the education of Title I students. | 4000-4999: Books And Supplies | Title I | 11,684.29 |
| <p>Staff will attend professional development both inside and outside the school site. The goal of the PD is to improve instructional practices in order to help students meet the CCSS.</p> <p>1) Identify training sessions, conferences, seminars that would aid in the professional development of current staff members.</p> <p>2)Identify and use research based books to help improve the professional practice.</p> <p>3)Schedule time on modified days for</p> | 8/30/17-6/1/2018 | Edna Tristan, Lorin Yannarella, Sylvia Vela-Amaya,Tor Ormseth, Sergio Almaguer, Darren Tran | <p>Professional Development, Conferences, Presenters, etc.</p> <p>Substitute Costs</p> | <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> | <p>Title I</p> <p>Title I</p> | <p>2,250.00</p> <p>1,500.00</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------------|---|--|--|----------------|----------|
| | | | Description | Type | Funding Source | Amount |
| <p>teachers to share learning with entire staff.</p> <p>4)Monitor implementation of practices.</p> <p>5)Provide release time for collaboration.</p> | | | | | | |
| <p>Saturday Math Tutoring</p> <p>1)Identify staff for program by 8/30/2017, communicate with all parties involved, and begin to implement tutoring program.</p> <p>2)Administer benchmark exams in Fall and Spring with emphasis on Common Core Standards</p> <p>3)Review benchmark results.</p> <p>4)Adjustment of curriculum and/or instruction.</p> <p>5)Identify students through test scores, grades, and staff recommendation</p> <p>6)Contact students and parents to encourage attendance at after school and Saturday tutoring programs.</p> | 10/1/17 - 5/25/18 | Edna Tristan, Lorin Yannarella, Sylvia Vela-Amaya,Tor Ormseth, Sergio Almaguer, Darren Tran | Saturday Math Tutoring Staff Expenditure | 1000-1999: Certificated Personnel Salaries | Title I | 1,170.21 |
| <p>Math Intervention Classes</p> <p>1) Schedule one intervention class per grade level in the master schedule.</p> <p>2) Identify teachers to teach intervention classes.</p> <p>3) Identify students needing math intervention.</p> <p>4) Schedule students for math intervention classes.</p> <p>5) Check progress of intervention students at the semester to determine what students can exit the program and if any need to be added.</p> | 8/16/17/2017-6/7/2018 | Edna Tristan, Lorin Yannarella, Sylvia Vela-Amaya,Tor Ormseth, Sergio Almaguer, Darren Tran | Math Intervention Classes | | | |

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|--|
| SUBJECT: College and Career Readiness |
| LEA/LCAP GOAL: |
| All students will graduate from high school ready for college and career based on Common Core State Standards in all content areas. |
| SCHOOL GOAL #3: |
| STEAM Academy students will promote from middle school ready for high school based on CCSS in all content areas. Goal: To increase the number of English Learner students meeting the standards by 5% as measured by the ELA section of the CAASPP by June 2018. |
| Data Used to Form this Goal: |
| Data used was taken from the 2016-17 CAASPP subgroup scores, and CELDT scores. |
| Findings from the Analysis of this Data: |
| Data shows that the majority of English Learners did not meet the ELA standards in 2016-17, however, there is a large percentage (40%) of English Learners who nearly met the standards in ELA. |
| How the School will Evaluate the Progress of this Goal: |
| To measure progress toward achieving this goal, we will use the following evaluation tools: CAASPP data, benchmark exam data, teacher created assessments, and CELDT scores. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--|-------------------------|------|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| English Learner Literacy Support Class 1) Select staff member to teach the class. 2) Teacher attends district training. 3) Identify students to participate in class. 4) Set schedule and location of classes. 5) Notify students and parents via letter and phone. | 10/9/17/2017-5/1/2018 | Edna Tristan, Kathryn Adame, Ed Fierro, John Ammerman, Klaudia Avila | ELLSC | | District Funded | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------|---|-------------------------|--|----------------|---------|
| | | | Description | Type | Funding Source | Amount |
| 6)Prepare curricular materials. | | | | | | |
| ELD Saturday School Sessions for English Learners 1)Select staff member(s) to teach the class. 2)Teacher(s) take time to develop curriculum for class. 3)Identify students to participate in class. 4)Set schedule and location of classes. 5)Notify students and parents via letter and phone. | 1/16/2017-5/19/18 | Edna Tristan, Lorin Yannarella, Kathryn Adame, Summer Pardee, April Vela, Ed Fierro, Tatiana Sanchez, Klaudia Avila | | 1000-1999: Certificated Personnel Salaries | Title I | 2400.00 |

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|--|
| SUBJECT: School Safety |
| LEA/LCAP GOAL: |
| ERUSD will invest resources to ensure a safe and productive 21st century learning environment for all students. |
| SCHOOL GOAL #4: |
| STEAM Academy @ Burke will invest resources to ensure a safe and productive 21st century learning environment for all students. The goal is to increase by 5% the number of students who feel safe, supported, and engaged at the STEAM Academy @ Burke. |
| Data Used to Form this Goal: |
| Safe Schools Healthy Students Survey data from 2016-17 showed that 83% of students at STEAM feel safe at school; an increase of 9% from the previous year. In response to how they felt about attending our school, 83% felt good or excellent about being at STEAM Academy. In response to how supported they feel at school, responses averaged 92% good or excellent; an increase of 2% from the previous year. |
| Findings from the Analysis of this Data: |
| While findings are positive and have shown growth from previous years, there are still some students who feel unsafe, unsupported, and/or unhappy to be at this school. The Olweus anti-bullying program and Character Counts! program have been extremely helpful in making positive strides in this area. |
| How the School will Evaluate the Progress of this Goal: |
| To measure progress toward this goal, we will continue to utilize data from student surveys. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------------|---|--|-------------------------------|----------------|----------|
| | | | Description | Type | Funding Source | Amount |
| Positive Behavior Intervention System 1) Selection of a PBIS Site Coach 2) Selection of a PBIS Site Team 3) Coordinate training for coach and site team. 4) Schedule collaboration time for PBIS team. 5) Schedule training sessions for PBIS team to train staff. 6) Monitor implementation of PBIS. | 8/30/17-6/1/2018 | Edna Tristan, Lorin Yannarella, Josefina Ramirez, STEAM staff | Incentives for Students as part of PBIS Program Implementation | 4000-4999: Books And Supplies | Title I | 1,000.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------------|--|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Olweus Bully Prevention Program</p> <p>1)Develop anti-bullying lessons. 2)Deliver lessons to students bi-monthly during PE period. 3)Have class meetings during the lesson sessions. 4)Monitor implementation of program.</p> | 8/30/17-6/1/2018 | Edna Tristan, Lorin Yannarella, Alma Garcia, Joshua Perea, Lisa Salgado, Ed Fierro | | | | |
| <p>Character Counts! Program</p> <p>1)Develop character education lessons. 2)Deliver lessons to students bi-monthly during PE period. 3)Teachers give "Blue Pride" character education tickets as a reward for students showing good character. 4)Give monthly acknowledgement and awards to students demonstrating good character. 4)Monitor implementation of program.</p> | 8/30/17-6/1/2018 | Edna Tristan, Lorin Yannarella, Alma Garcia, Joshua Perea, Lisa Salgado,Ed Fierro | | | | |
| <p>Character Lessons and Internet Safety Lessons on EverFi</p> <p>1)Select character education and internet safety lessons. 2)Deliver lessons to students bi-monthly in the computer lab. 3)Teachers give "Blue Pride" character education tickets as a reward for students showing good character. 4)Give monthly acknowledgement and awards to students demonstrating good character. 4)Monitor implementation of</p> | 8/30/17-6/1/2018 | Edna Tristan, Lorin Yannarella, Alma Garcia, Joshua Perea, Lisa Salgado,Ed Fierro | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------------|--|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| program. | | | | | | |
| Growth Mindset Development 1)Provide continued PD for teachers on growth mindset. 2)Develop growth mindset classroom activities/discussion to be given by teachers to students. 3)Recognize students demonstrating growth mindset on a monthly basis. | 8/30/17-6/1/2018 | Edna Tristan, Lorin Yannarella, all STEAM teachers. | | | | |

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|--|
| SUBJECT: Parent Engagement |
| LEA/LCAP GOAL: |
| ERUSD will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities. |
| SCHOOL GOAL #5: |
| STEAM Academy @ Burke will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities. Goal: To provide opportunities for parent education and increase level of parental involvement in school sponsored activities by 10%. |
| Data Used to Form this Goal: |
| *Parent Conference, Back to School Night, and STEAM Parent Academy sign-in sheets *Teacher input on number of students having their parents sign their agendas on a regular basis *Use of parent portal. |
| Findings from the Analysis of this Data: |
| Our consistent community outreach and use of social media has been extremely beneficial, however, all stakeholders would benefit from an increase in parent communication and involvement. |
| How the School will Evaluate the Progress of this Goal: |
| *Attendance at parent conferences *Attendance at Back to School Night *Number of parents signing student agendas on a daily basis *Participation in STEAM Parent Academy *Increased contact with parents via phone, email, website, and social media. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------|--|--|--|---|--------------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>Continuous production and monitoring of media to include newsletters, blackboard messages, social media, fliers, emails, etc. These will be provided by the school and in some cases may incur no cost at all.</p> <p>1)Communicate with parents via home mailers. 2)Communicate with parents via Signal Kit. 3)Communicate with parents via student agendas. 4)Communicate with parents via school website and social media. 5)Communicate with parents via electronic newsletters using the Constant Contact System.</p> | 8/16/2017-6/7/2018 | Edna Tristan and All Staff | Communications supplies and materials | 5000-5999: Services And Other Operating Expenditures | Title I | 560.00 |
| <p>Implement STEAM Parent Academy</p> <p>1)Identify teachers who will provide workshops for parents. 2)Identify important topics regarding the math program and math standards to be covered at workshops. 3)Plan workshop to maximize parent understanding of math program and math standards.</p> | 9/1/2017-6/7/2018 | Edna Tristan, Lorin Yannarella, Tor Ormseth, Darren Tran, Sergio Almaguer, Sylvia Vela-Amaya, April Vela | Math and technology parent education workshops | 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries | Title I Part A: Parent Involvement Title I | 1,277.07 1,063.93 |
| <p>Lunch with Your Jaguar Events</p> <p>1) Set dates for event. 2) Advertise event to all parents via signal kit, website, and social media. 3) Send home sign-up/permission sheet. 4) Make all logistical arrangements for the event.</p> | 10/1/2017 - 6/7/2018 | Edna Tristan, Lorin Yannarella, STEAM Staff | Lunch with Your Jaguar event to provide additional opportunities for parent involvement. | | | |

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|--|
| SUBJECT: |
| LEA/LCAP GOAL: |
| ERUSD will provide differentiated learning options for students above and beyond the core program. |
| SCHOOL GOAL #6: |
| STEAM Academy @ Burke will provide differentiated learning options for students above and beyond the core program. Goal: STEAM Academy @ Burke will provide enrichment opportunities after school. |
| Data Used to Form this Goal: |
| Grades and student surveys. |
| Findings from the Analysis of this Data: |
| Students need enrichment opportunities in various areas of STEAM. |
| How the School will Evaluate the Progress of this Goal: |
| Grades, Attendance, Surveys |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Develop additional clubs and after school activities in various STEAM areas | 8/16/2017-6/7/2018 | Edna Tristan, Lorin Yannarella, STEAM Staff | Robotics Team, Art Club, Gardening Club, Running Club | 1000-1999: Certificated Personnel Salaries | LCFF - Base | |
| Provide AVID students with extended learning opportunities via field trips to colleges and universities. 1) Determine what colleges/universities to visit. 2) Make tour arrangements with campuses to be visited. 3) Identify students to attend the | 8/16/2017-6/7/2018 | Edna Tristan, Lorin Yannarella, STEAM Staff | Field Trip | 5000-5999: Services And Other Operating Expenditures | Title I | 900.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|-------------------------|--|----------------|---------|
| | | | Description | Type | Funding Source | Amount |
| trip. 4) Send home field trip information and permission slips to parents. 5) Order buses and make other logistical arrangements for field trips. | | | | | | |
| Science Camp Opportunities 1) Determine camps to be attended. 2) Set dates for camp. 3) Advertise camp opportunities to all students. 4) Make all logistical arrangements for camp trips including housing, chaperones, busing, etc. 5) Arrange for substitutes for certificated staff attending the camps. | 8/16/2017-6/7/2018 | Edna Tristan, Lorin Yannarella, STEAM Staff | Science Camps | 1000-1999: Certificated Personnel Salaries | Title I | 2550.00 |
| East Coast Field Trip Opportunities 1) Make contact with tour company. 2) Set dates for trip. 3) Advertise trip opportunity to all students. 4) Make all logistical arrangements for trip including airfare, housing, chaperones, busing, etc. 5) Arrange for substitutes for certificated staff attending the camps. | 8/16/2017-6/7/2018 | Edna Tristan, Lorin Yannarella, STEAM Staff | East Coast Trip | 1000-1999: Certificated Personnel Salaries | Title I | 600.00 |



El Rancho Unified School District

Title I Program Improvement (PI) Required Components Checklist

The following components required in Title I, Part A, Section 1116, for PI are addressed in the STEAM Academy @ Burke School Single Plan for Student Achievement as indicated below.

| Required PI Plan Components | | SPSA Reference Page(s) |
|-----------------------------|---|------------------------|
| | 1. Scientifically-based research: Incorporate strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement | |
| | 2. Successful Policies & Practices: Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment. | |
| | 3. Professional Development (PD): | |
| | Provide an assurance that the school will spend not less than 10 percent of the Title I funds made available to the school for each fiscal year that the school is in program improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that - | |
| | Directly addresses the academic achievement problem that caused the school to be identified for school improvement | |
| | Meets the requirement for professional development activities under section 1119 | |
| | Is provided in a manner that affords increased opportunity for participating in that professional development | |
| | 4. 10% Title I Reservation: Specify how the funds described above in (3) will be used to remove the school from school improvement status. | |
| | 5. Specific Annual, Measurable Objectives: Establish specific annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment. | |
| | 6. Parent Notification: Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that parents can understand. | |
| | 7. Shared Responsibility for Improvement: Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency. | |
| | 8. Parent Involvement: Include strategies to promote effective parental involvement in the school. | |

| | | |
|--|---|--|
| | 9. Extended Learning: Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year. | |
| | 10. Incorporation of a teacher mentoring program: Activities to coach and assist teachers in their effectiveness working with at-risk subgroups. | |



El Rancho Unified School District

Title I School Wide Plan Required Components Checklist

The following components required in NCLB Title I, Part A, Section 1114 for SWP are addressed in the STEAM Academy @ Burke School Single Plan for Student Achievement as indicated below.

| Required SWP Plan Components | SPSA Reference Page(s) | |
|------------------------------|---|--------|
| X | 1. Comprehensive needs assessment of the entire school: Based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards | 12-17 |
| X | 2. Schoolwide reform strategies that: <ul style="list-style-type: none"> ▪ provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement ▪ use effective methods and instructional strategies that are based on scientifically based research that – <ol style="list-style-type: none"> 1. strengthen the core academic program; 2. increase the amount and quality of learning time, such as providing extended opportunities outside the regular school day; 3. include strategies for meeting the educational needs of historically underserved populations (migrant students, homeless students, and American Indian students) ▪ include strategies to address the needs of all children in the school, but particularly the needs of low-achievement children | 18-27 |
| X | 3. Instruction by highly qualified teachers | 3, 6 |
| X | 4. High-quality ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, other school staff and parents | 19, 22 |
| X | 5. Strategies to attract high quality, highly qualified teachers to high-need schools | 3 |
| X | 6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services | 22, 26 |
| | 7. Plans for assisting preschool children in transition from early childhood programs to local elementary programs | N/A |
| X | 8. Measures to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program | 18-27 |
| X | 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of state content standards receive timely, effective additional assistance. | 18-27 |
| X | 10. Coordination and integration of federal, state, and local services and programs | 4-10 |

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source | | |
|-------------------------------------|------------|------------------------------------|
| Funding Source | Allocation | Balance (Allocations-Expenditures) |
| Title I | 57,604.00 | -3,150.00 |
| Title I Part A: Parent Involvement | 1,277.07 | 0.00 |
| LCFF - Base | 82,850.00 | 82,850.00 |

| Total Expenditures by Funding Source | |
|--------------------------------------|--------------------|
| Funding Source | Total Expenditures |
| Title I | 60,754.00 |
| Title I Part A: Parent Involvement | 1,277.07 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|--------------------|
| 1000-1999: Certificated Personnel Salaries | 32,700.49 |
| 4000-4999: Books And Supplies | 23,620.58 |
| 5000-5999: Services And Other Operating Expenditures | 5,710.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|------------------------------------|--------------------|
| 1000-1999: Certificated Personnel Salaries | Title I | 31,423.42 |
| 4000-4999: Books And Supplies | Title I | 23,620.58 |
| 5000-5999: Services And Other Operating | Title I | 5,710.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Parent Involvement | 1,277.07 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 23,763.50 |
| Goal 2 | 27,916.57 |
| Goal 3 | 2,400.00 |
| Goal 4 | 1,000.00 |
| Goal 5 | 2,901.00 |
| Goal 6 | 4,050.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Edna Tristan | X | | | | |
| Kathryn Adame | | X | | | |
| Angela Dorough | | X | | | |
| Melina Kust | | X | | | |
| Sylvia Vela-Amaya | | X | | | |
| Martina Avina | | | | | X |
| Robert Burgett, Jr. | | | | | X |
| Chase Cortez | | | | | X |
| Michelle Baucom | | | X | | |
| Elisabeth Gomez | | | | X | |
| Diana Guerrero | | | | X | |
| Jesse Hernandez | | | | X | |
| Numbers of members of each category: | 1 | 4 | 1 | 3 | 3 |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/5/17.

Attested:

Edna Tristan

Typed Name of School Principal

Signature of School Principal

Date

Edna Tristan

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

STEAM Academy @ Burke

Home-School Compact

As a student I pledge to:

Believe that I can learn and work hard on all my school assignments.
Read for at least 30 minutes, five days a week.
Come to class on time, prepared to learn, and with assignments completed.
Set aside time every day to complete my homework.
Follow the school's uniform dress code and follow school and classroom rules.
Regularly talk to my parents and my teachers about my progress in school.
Respect my school, classmates, staff, and family.
Ask for help when I need it.

Student's signature

As a parent I pledge to:

Talk to my child regularly about the value of education, and monitor his/her progress and encourage good study habits.
Make sure that my child attends school every day, on time, and with homework completed.
Communicate with the school when I have a concern by calling and conferencing with the teachers.
Monitor TV viewing and make sure that my child reads every day and has a quiet study time at home.
Support the school's discipline and uniform dress code by reinforcing the school rules with my child and by modeling respect of the school staff, students, and families for my child.
Make every effort to participate in and attend school events such as parent-teacher conferences, Back to School Night, and PBL Showcase.

Parent's signature

As a teacher I pledge to:

Provide high-quality curriculum and instruction and communicate high expectations for every student.
Motivate my students to learn and provide instruction that is challenging and engaging.
Enforce rules equitably and involve students in creating a warm and caring learning environment.
Communicate regularly with families about their child's progress in school and assist parents in helping their child at home
Respect the school, staff, students, and families and be prepared for each day.

Teacher's signature

As administrators we pledge to:

Create a welcoming environment for students and parents.
Ensure a safe and orderly learning environment.
Reinforce partnership between parent, student and staff.
Be an instructional leader as well as a role model.
Respect the school, staff, and students.

Administrator's signature

STEAM ACADEMY @ BURKE PARENT INVOLVEMENT POLICY

The STEAM Academy @ Burke recognizes that when the school, parents, and community form a strong partnership, our children's potential for educational success improves significantly. With this in mind, every effort is made to promote involvement from all the stakeholders that make up our school community.

Parents are provided with various opportunities to participate in school activities such as Back-to-School Night, Parent Conference, STEAM Parent Academy, PBL School-Wide Showcases, and other activities throughout the school year.

Written and verbal communication is a vital part of ensuring parental involvement in our school. All letters, announcements, report cards, and any other written documents are sent home in both English and Spanish to meet the language needs of our parents. Each student is also given an agenda so that parents and teachers can maintain daily written communication. Teachers, counselors, and administrators also communicate with parents regarding student progress via the Blackboard Connect system. Both personal and automated calls are made to parents.

Parents wishing to take a more active role are invited to participate in our School Site Council (SSC) and/or English Learner Advisory Council (ELAC) meetings which are held at least six times a year. At these meetings parents have the opportunity to actively assess student learning, approve the school plan, and develop curriculum and budget objectives.

STEAM ACADEMY @ BURKE

PÓLIZA DE PARTICIPACIÓN DE PADRES

La escuela STEAM Academy reconoce que cuando la escuela, los padres, y la comunidad forman una sociedad fuerte, la potencial para el éxito educativo de nuestros alumnos mejora perceptiblemente. Con esto en mente, se hace cada esfuerzo de promover la participación de todas las personas que son parte de nuestra comunidad escolar.

Los padres son proveídos con varias oportunidades de participar en actividades de la escuela tales como noche de Regreso-a-Escuela, conferencia de padres, Academia de Padres de STEAM, Escaparate Escolar de PBL, y otras actividades a través del año.

La comunicación escrita también es una parte importante del mantenimiento de la comunicación con los padres. Todas las cartas, los avisos, los reportes de calificaciones, y cualquier otro documento escrito se envían a casa en inglés y español para que todos los padres puedan leerlas. A cada estudiante también se le da una agenda para que los padres y los profesores puedan mantener la comunicación diariamente. Los profesores, las consejeras, y los administradores también se comunican con los padres con respecto a progreso del estudiante vía el teléfono. Se hacen llamadas personales y automatizadas a los padres. Las llamadas automatizadas se hacen usando el sistema de Blackboard Connect.

A los padres que desean tomar un papel más activo se les invita que participen en nuestro comité del sitio de la escuela (SSC) y/o las reuniones de ELAC que se llevan a cabo por lo menos seis veces al año. En estas reuniones los padres tienen la oportunidad de aprobar el plan de la escuela, y de desarrollar activamente objetivos del plan de estudios y del presupuesto.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
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Signature

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Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

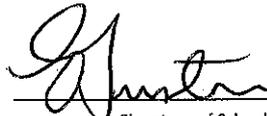
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/5/17.

Attested:

Edna Tristan

Typed Name of School Principal



Signature of School Principal

10/5/17

Date

Edna Tristan

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/5/17

Date