

2011-12 School Accountability Report Card — Published During the 2012-13 School Year

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GRADES 6-8
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El Rancho Unified School District

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Principal's Message

This annual School Accountability Report Card (SARC) is provided for your information regarding various programs and activities at Burke Middle School. The school staff is dedicated to providing quality instruction and encourages parental support and help in this effort. Parents are important members of the instructional team. Together, we are able to provide a dynamic learning environment for the students. We are proud of our school and the accomplishments of our students and staff. If you are in the area, come and experience Burke Middle School. If you cannot visit us in person, then we invite you to call us or visit our website to learn a little more about the good people that make up the staff at our school.

The mission of our school, in partnership with our community, is to provide an innovative and challenging learning environment that promotes excellence. We will prepare students to be lifelong learners and to succeed academically, intellectually, socially, emotionally, and culturally. We have high expectations for all students and are committed to providing an enriched curriculum that emphasizes the skills, concepts, and processes necessary for the technological and cultural challenges of the 21st century.

During the 2011-2012 school year, our school met all Federal and State requirements by meeting both our API and AYP goals. This was a result of the hard work and dedication of our students, staff, and parents. We hope to continue this positive trend in the coming years.

Parental Involvement

Burke supports the academic program by promoting a supportive school culture between the home, school, district, and our community. Home connections are made with informative notes and letters, our TeleParent phone system, the school website, and event calendars sent home monthly. Notes from the principal and front office are sent home in both English and Spanish.

Parents are invited to attend School Site Council (SSC) meetings and English Language Advisory Committee (ELAC) meetings, which are usually held on the second Tuesday of each month. Parents also attend the annual Title I meeting for information on the school's program. Each year, the Burke staff invites all parents to visit campus during our Back to School and Student-Led Conference activities. For more information on how to become involved at the school, please contact Elias Vargas, Principal, at (562) 801-5059 or evargas@erusd.org.

School Safety

Burke's School Safety Plan was updated during the 2009-10 school year; it is reviewed and revised on an annual basis. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2012. Key elements of the plan include safety drills and crisis intervention plans. Parents can access this plan in the school office.

Burke Middle School provides a safe, attractive campus that meets the needs of students and staff. Earthquake and fire drills are conducted regularly to prepare all students and staff for those contingencies. Staff members review each drill to assure effective preparedness in case of emergency. The school maintains disaster emergency supplies.

Burke Middle School is a secured campus; all visitors must enter and exit via the school's front office. School staff supervises the playgrounds and El Rancho Unified School District police units are available to further ensure the safety of children before, during, and after school. Burke Middle School maintains and strictly enforces the closed campus policy. It is our goal to ensure that Burke Middle School has a safe environment that is conducive to learning.



School Accountability Report Card

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Mission Statement

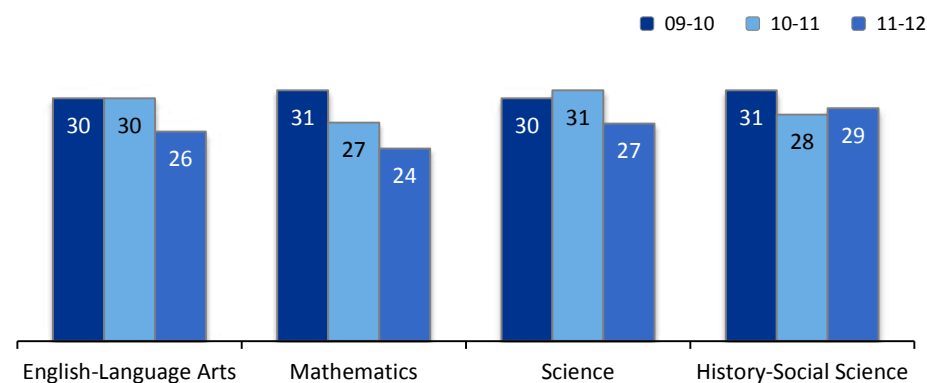
The mission of the El Rancho Unified School District, in partnership with the community, is to provide an innovative and challenging learning environment that promotes excellence. We will prepare students as life-long learners to succeed academically, intellectually, socially, emotionally and culturally.

Class Size

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Class Size Distribution — Average Class Size

Three-Year Data Comparison



Class Size Distribution — Number of Classrooms by Size

Three-Year Data Comparison

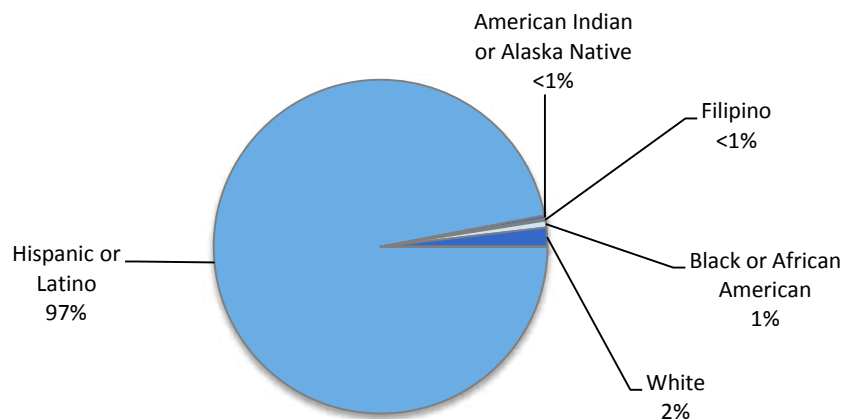
Subject	09-10			10-11			11-12		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts		26	4	2	10	13	9	7	10
Mathematics		11	9	4	8	5	6	10	3
Science		12	8	1	5	8	3	9	3
History-Social Science		8	10	2	6	7	3	2	9

Enrollment and Demographics

The total enrollment at the school was 601 students for the 2011-12 school year.*

Demographics

2011-12 School Year



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

2011-12 School Year

Grade 7

Four of Six Standards	20.50%
Five of Six Standards	29.20%
Six of Six Standards	23.60%



* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status		2012-13 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Fair	Safety	Fair
Cleanliness	Good	Structural	Good
Electrical	Poor	External	Fair
Overall Summary of Facility Conditions		Fair	
Date of the Most Recent School Site Inspection		10/23/2012	
Date of the Most Recent Completion of the Inspection Form		10/23/2012	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2012-13 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Interior	Replace broken/missing ceiling tiles, paint auditorium. (Completed in 11/12)	
Electrical	Replace or repair lights. (Completed in 11/12)	
Restrooms/Fountains	Adjust water pressure at two sink locations. (Completed in 11/12)	
Safety	Remove extension cords and overhead storage. (Completed in 11/12)	
External	RR Door latch repairs. (Completed in 11/12)	

School Facilities

Because we understand that safe and clean schools are fundamental necessities of a successful academic environment, Burke Middle School provides a very attractive and nicely kept campus that meets the needs of students and staff. The school presently contains 33 classrooms, two locker rooms, one computer lab, a school library, an auditorium, and a large athletic field. One of Burke's most outstanding features is the library, which houses over 14,000 books, 11,000 of which are Accelerated Reading books. Our school serves the needs of Special Education, English Learners, and regular education program students.

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School Facilities

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Burke has over 230 computers in use in the classrooms, and technology plays a key role in the instructional program. All classrooms and restrooms meet Americans with Disabilities Act (ADA) requirements.

Built in 1960, Burke Middle School has undergone several renovations that include new floors, light fixtures, paint, electrical and Ethernet wiring, new basketball courts, and air conditioning.

The campus is in the process of upgrading the facilities. The custodial staff consists of the head custodian and two night custodians who are responsible for cleanliness and ensuring that all facilities are in good repair. The school administration, staff, and custodians conduct daily inspections and promptly report any deficiencies or problems to the district office and/or the school custodial staff. To ensure necessary corrective actions have been taken, the school administrators conduct follow-up inspections.

Aging and damaged doors in one of the locker rooms were recently replaced. Curtains in the auditorium were recently treated to ensure that they remain flame retardant.

Technological improvements are also in the works as the district is using bond money to drastically upgrade the existing infrastructure.

To ensure the safety of our students, Burke Middle School has a closed campus which is enclosed by steel rod fencing to deter unwelcome visitors from coming onto the campus. All visitors are required to check in at the front office and show identification and a purpose for their visit. Before school, during lunch, and after school, supervision for our students is provided by teachers, a counselor, administrators, a noon supervisor, and a school safety officer.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2012-13 school year, the District budgeted \$430,800 for the Deferred Maintenance Program. This represents .0106% of the District's general fund budget.

Textbooks and 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 elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

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

Textbooks and Instructional Materials List		2012-13 School Year
Subject	Textbook	Adopted
English-Language Arts	Reading, Houghton Mifflin (K-6)	2009
English-Language Arts	Timeless Voices, Prentice Hall (7-8)	2009
English-Language Arts	Timeless Themes, Prentice Hall (7-8)	2009
Mathematics	California Standards-Driven Mathematics, CGP (6-7)	2010
Mathematics	Algebra I (Algebra Connections), CPM (8)	2010
Science	Focus on Earth Science California Edition, Glencoe/McGraw-Hill (6)	2009
Science	Focus on Life Science California Edition, Glencoe/McGraw-Hill (7)	2009
Science	Focus on Physical Science California Edition, Glencoe/McGraw-Hill (8)	2009
History-Social Science	World History: Ancient Civilization, McDougal Littell (6)	2009
History-Social Science	World History: Medieval and Early Modern Times, McDougal Littell (7)	2009
History-Social Science	Creating America: Beginning through World War I, McDougal Littell (8)	2009
ELD	High Point, Hampton-Brown (6-8)	2009

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data		2012-13 School Year
Data Collection Date		10/2012

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

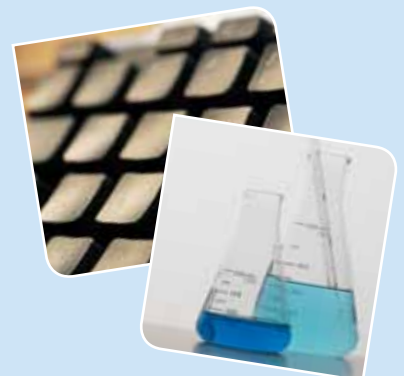
Quality of Textbooks		2012-13 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2012-13 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%



STAR Results for All Students

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Students Scoring at Proficient or Advanced Levels				Three-Year Data Comparison					
Subject	Burke MS			El Rancho USD			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English-Language Arts	45%	52%	54%	44%	45%	50%	52%	54%	56%
Mathematics	36%	39%	36%	40%	40%	44%	48%	50%	51%
Science	60%	56%	55%	46%	50%	51%	54%	57%	60%
History-Social Science	34%	55%	53%	35%	45%	49%	44%	48%	49%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Students Scoring at Proficient or Advanced Levels			Spring 2012 Results	
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	50%	44%	51%	49%
All Students at the School	54%	36%	55%	53%
Male	52%	34%	55%	54%
Female	55%	37%	55%	52%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	53%	35%	54%	52%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	51%	33%	52%	49%
English Learners	20%	7%	6%	4%
Students with Disabilities	43%	17%	0%	19%
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide12.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf.

API Ranks

API Ranks		Three-Year Data Comparison		
		2009	2010	2011
Statewide API Rank		5	5	5
Similar Schools API Rank		7	3	4

API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2012 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group		2012 Growth API and Three-Year Data Comparison							
Group	2012 Growth API						Burke MS – Actual API Change		
	Burke MS		El Rancho USD		California		09-10	10-11	11-12
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	563	772	7,275	771	4,664,264	788	-8	22	4
Black or African American	4	■	28	784	313,201	710	■	■	■
American Indian or Alaska Native	2	■	7	■	31,606	742	■	■	■
Asian	0	■	18	844	404,670	905	■	■	■
Filipino	1	■	25	906	124,824	869	■	■	■
Hispanic or Latino	547	770	7,113	771	2,425,230	740	-8	21	3
Native Hawaiian or Pacific Islander	0	■	1	■	26,563	775	■	■	■
White	8	■	68	761	1,221,860	853	■	■	■
Two or More Races	0	■	5	■	88,428	849	■	■	■
Socioeconomically Disadvantaged	424	760	5,439	764	2,779,680	737	-3	25	2
English Learners	205	724	2,829	737	1,530,297	716	-20	16	5
Students with Disabilities	68	615	823	578	530,935	607	■	■	■

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2011-12. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria		2011-12 School Year		
	Burke MS		El Rancho USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✖		No	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2012-13 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		2012-13 School Year
	Burke MS	El Rancho USD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2008-2009
Year in Program Improvement	✧	Year 3
Number of Schools Identified for Program Improvement		7
Percent of Schools Identified for Program Improvement		50.00%

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

- ✖ Not applicable. The graduation rate for AYP criteria applies to high schools.
 ✧ Not applicable.

Professional Development

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

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

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

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Burke MS			
	09-10	10-11	11-12
Suspension Rates	0.209	0.147	0.090
Expulsion Rates	0.003	0.014	0.010
El Rancho USD			
	09-10	10-11	11-12
Suspension Rates	0.093	0.103	0.086
Expulsion Rates	0.004	0.005	0.003

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information		Three-Year Data Comparison		
	El Rancho USD	Burke MS		
Teachers	11-12	09-10	10-11	11-12
With Full Credential	404	28	25	26
Without Full Credential	6	1	1	0
Teaching Outside Subject Area of Competence		0	3	2

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data Comparison		
		Burke MS		
Teachers		10-11	11-12	12-13
Teacher Misassignments of English Learners		0	0	0
Total Teacher Misassignments		0	0	0
Vacant Teacher Positions		0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2011-12 school year. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		2011-12 School Year	
	Percent of Classes in Core Academic Subjects		
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers	
Burke MS	96.27%	3.73%	
All Schools in District	95.06%	4.94%	
High-Poverty Schools in District	95.06%	4.94%	
Low-Poverty Schools in District	✧	✧	

NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2011-12 School Year	
Academic Counselors	
FTE of Academic Counselors	1.00
Ratio of Students Per Academic Counselor	601:1
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.33
Resource Specialist (non-teaching)	0.00



Financial Data

The financial data displayed in the SARC is from the 2010-11 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		2010-11 Fiscal Year
	El Rancho USD	Similar Sized District
Beginning Teacher Salary	\$41,656	\$40,656
Mid-Range Teacher Salary	\$63,140	\$64,181
Highest Teacher Salary	\$80,315	\$82,486
Average Principal Salary (Elementary School)	\$104,051	\$102,165
Average Principal Salary (Middle School)	\$104,387	\$108,480
Average Principal Salary (High School)	\$125,424	\$117,845
Superintendent Salary	\$200,241	\$181,081
Teacher Salaries — Percent of Budget	39%	40%
Administrative Salaries — Percent of Budget	5%	6%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2010-11 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Burke MS	\$4,471	\$65,651
El Rancho USD	\$4,177	\$65,540
California	\$5,455	\$66,336
School and District — Percent Difference	+6.6%	+0.2%
School and California — Percent Difference	-22.0%	-1.0%

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of November 29, 2012.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2010-11 Fiscal Year	
Total Expenditures Per Pupil	\$4,920
Expenditures Per Pupil From Restricted Sources	\$449
Expenditures Per Pupil From Unrestricted Sources	\$4,471
Annual Average Teacher Salary	\$65,651



Types of Services Funded

These programs are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (Teacher & Principal Training & Recruiting)
- Title II (Technology)
- Title III (for Limited English Proficient Students)
- Economic Impact Aid (EIA)/ Limited English Proficient (LEP)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- English Language Acquisition Program (ELAP)
- Special Education
- State Preschool Program
- National School Lunch Program
- Enhancing Education Through Technology (EETT)

School Accountability Report Card

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