Burke Middle School

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 Web site 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 2012-13 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.

School Safety

Burke's School Safety Plan was updated during the 2013-14 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 September 2013. 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 Burke Middle School has a safe environment that is conducive to learning.

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:

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

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 lifelong learners to succeed academically, intellectually, socially, emotionally and culturally.

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El Rancho Unified School District

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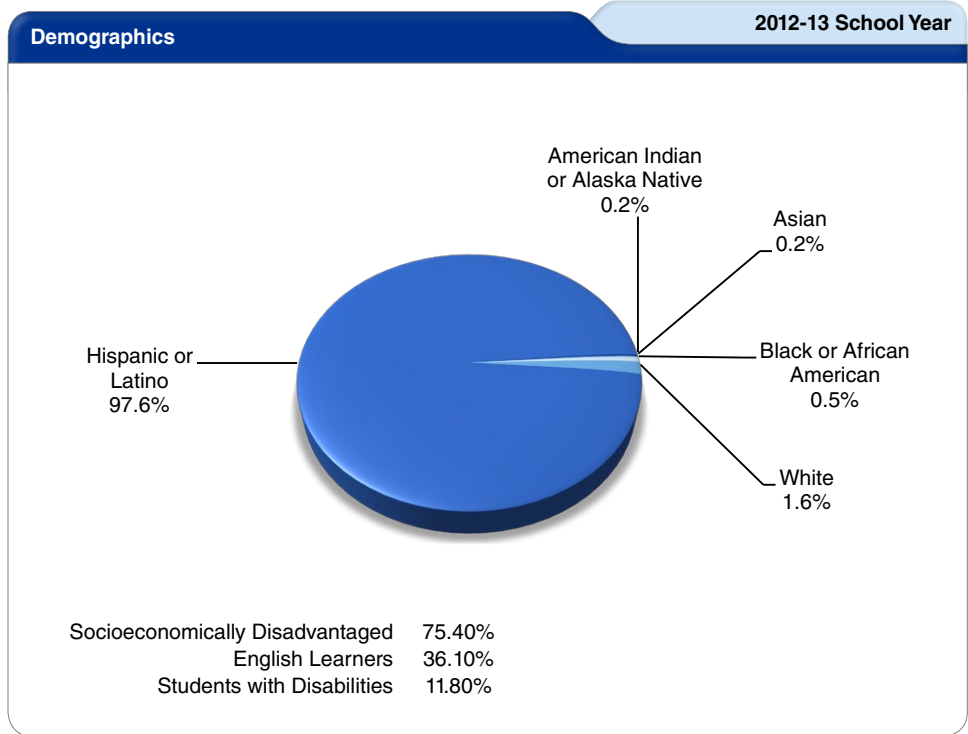Phone: (562) 942-1500

www.erusd.org

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.
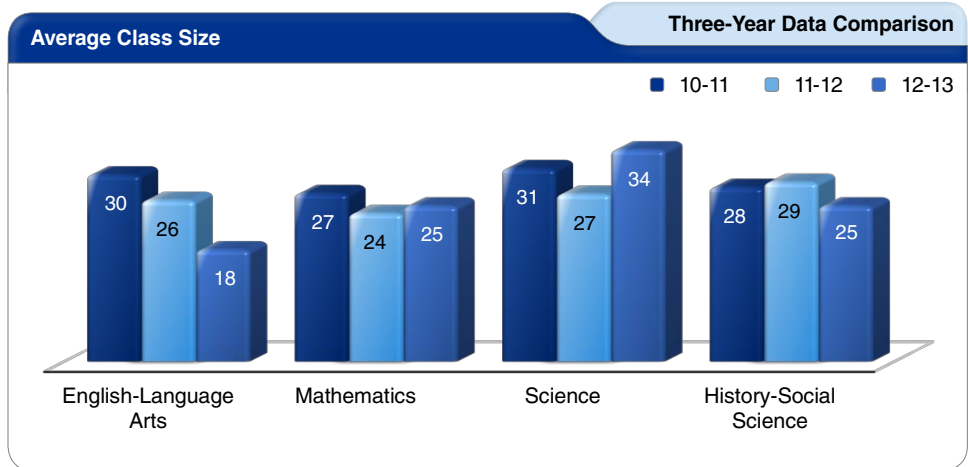
Para español visita:
www.erusd.org

Enrollment by Student Group

The total enrollment at the school was 574 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2012-13 School Year

American Indian or Alaska Native 0.2%

Asian 0.2%

Hispanic or Latino 97.6%

Black or African American 0.5%

White 1.6%

Socioeconomically Disadvantaged	75.40%
English Learners	36.10%
Students with Disabilities	11.80%

Class Size Distribution

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.

Average Class Size — Three-Year Data Comparison

Legend: 10-11, 11-12, 12-13

Subject	10-11	11-12	12-13
English-Language Arts	30	26	18
Mathematics	27	24	25
Science	31	27	34
History-Social Science	28	29	25

Number of Classrooms by Size — Three-Year Data Comparison

Subject	10-11			11-12			12-13		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	2	10	13	9	7	10	5	15	4
Mathematics	4	8	5	6	10	3	6	7	4
Science	1	5	8	3	9	3	1		10
History-Social Science	2	6	7	3	2	9	3	10	2

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.

2012-13 Enrollment by Grade

Grade	Enrollment
6	185
7	191
8	198
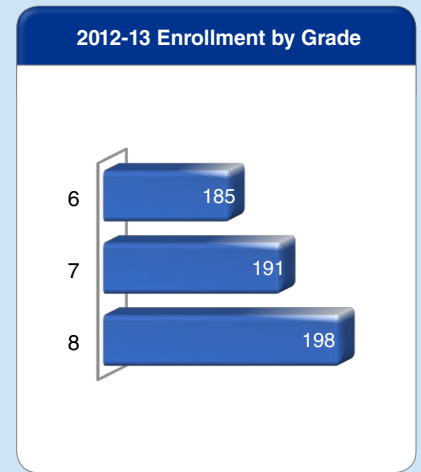
Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates

Burke MS

	10-11	11-12	12-13
Suspension Rates	0.147	0.073	0.110
Expulsion Rates	0.014	0.008	0.000

ERUSD

	10-11	11-12	12-13
Suspension Rates	0.103	0.062	0.057
Expulsion Rates	0.005	0.001	0.000

STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content 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 who 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		
	Burke MS			ERUSD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	52%	54%	60%	45%	50%	50%	54%	56%	55%
Mathematics	39%	36%	45%	40%	44%	46%	49%	50%	50%
Science	56%	55%	62%	50%	51%	53%	57%	60%	59%
History-Social Science	55%	53%	57%	45%	49%	46%	48%	49%	49%

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

Students Scoring at Proficient or Advanced Levels				Spring 2013 Results
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	50%	46%	53%	46%
All Students at the School	60%	45%	62%	57%
Male	61%	49%	62%	67%
Female	60%	42%	62%	49%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	60%	45%	61%	57%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	57%	44%	59%	55%
English Learners	25%	24%	31%	15%
Students with Disabilities	35%	25%	47%	5%
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 Program (STAR) aims to identify strengths and weaknesses to improve student learning. The 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.
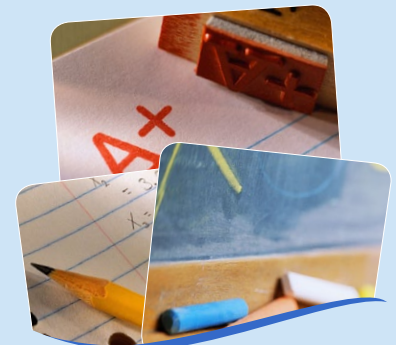
The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

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 including tests, participation, groups, and scores by grade level, please visit star.cde.ca.gov.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (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.

API Ranks			
Three-Year Data Comparison			
	2010	2011	2012
Statewide API Rank	5	5	5
Similar Schools API Rank	3	4	5

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 API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 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 www.cde.ca.gov/ta/ac/ap/ for the API information guide and the API overview guide.

API Growth by Student Group

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 scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 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	2013 Growth API						Burke MS – Actual API Change		
	Burke MS		ERUSD		California				
Group	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	10-11	11-12	12-13
All Students	548	814	7,056	775	4,655,989	790	22	4	31
Black or African American	3	❖	28	758	296,463	708	■	■	■
American Indian or Alaska Native	1	❖	9	❖	30,394	743	■	■	■
Asian	1	❖	14	880	406,527	906	■	■	■
Filipino	0	❖	25	920	121,054	867	■	■	■
Hispanic or Latino	535	813	6,891	775	2,438,951	744	21	3	32
Native Hawaiian or Pacific Islander	0	❖	1	❖	25,351	774	■	■	■
White	8	❖	67	776	1,200,127	853	■	■	■
Two or More Races	0	❖	21	683	125,025	824	■	■	■
Socioeconomically Disadvantaged	426	804	5,421	768	2,774,640	743	25	2	32
English Learners	200	781	2,655	735	1,482,316	721	16	5	43
Students with Disabilities	69	668	849	594	527,476	615	■	■	■

❖   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.

■   Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following 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 2012-13. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria	2012-13 School Year	
	Burke MS	ERUSD
Met Overall AYP	Yes	No
Met Participation Rate		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Met Percent Proficient		
English-Language Arts	Yes	No
Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	✖	No

Federal Intervention Program

Schools and districts 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) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district. This table displays the 2013-14 Program Improvement status for the school and district. For detailed information about PI Identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2013-14 School Year	
	Burke MS	ERUSD
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		8
Percent of Schools Identified for Program Improvement		66.70%

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

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. The 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	
2012-13 School Year	
Grade 7	
Four of Six Standards	18.90%
Five of Six Standards	28.60%
Six of Six Standards	18.40%

"ERUSD is answering to the demands of the 21st Century."

"We will prepare students as lifelong learners to succeed academically, intellectually, socially, emotionally and culturally."

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		2013-14 School Year
Subject	**Middle School Textbooks**	**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

Quality of Textbooks

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

Quality of Textbooks	2013-14 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
Do all students, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

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.

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	
2013-14 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Currency of Textbook Data

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

Currency of Textbooks	
2013-14 School Year	
Data Collection Date	10/2013

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.

School Facility Good Repair Status			2013-14 School Year
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Fair
Cleanliness	Good	Structural	Good
Electrical	Fair	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			09/30/2013
Date of the Most Recent Completion of the Inspection Form			10/11/2013

Deficiencies and Repairs

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

Deficiencies and Repairs	2013-14 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Electrical	Extension cords shall not be used in lieu of permanent electrical outlets (Removed extension cords on 11/01/2013)
Safety	Remove overhead storage (Removed and relocated storage on 11/01/2013)

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 more than 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.

Burke has more than 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.

School Facilities

Continued from left

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 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 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.

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 Web site, 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 Learner 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 Night and Student-Led Conference activities. For more information on how to become involved at the school, please contact Principal Elias Vargas at (562) 801-5059 or evargas@erusd.org.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov/.

Teacher Credential Information	Three-Year Data Comparison			
	ERUSD	Burke MS		
Teachers	**12-13**	**10-11**	**11-12**	**12-13**
With Full Credential	384	25	26	25
Without Full Credential	4	1	0	0
Teaching Outside Subject Area of Competence		3	2	1

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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 teacher misassignments of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Burke MS		
Teachers	**11-12**	**12-13**	**13-14**
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2012-13 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2012-13 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Burke MS	95.50%	4.50%
All Schools in District	95.84%	4.16%
High-Poverty Schools in District	95.84%	4.16%
Low-Poverty Schools in District	✧	✧

✧   Not applicable.

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)

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	
2012-13 School Year	
Academic Counselors	
FTE of Academic Counselors	1.0
Ratio of Students Per Academic Counselor	574:1
Support Staff	**FTE**
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0

Financial Data

The financial data displayed in this SARC is from the 2011-12 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 detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at www.ed-data.org.

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	2011-12 Fiscal Year	
	ERUSD	Similar Sized District
Beginning Teacher Salary	$41,664	$40,928
Mid-Range Teacher Salary	$63,155	$64,449
Highest Teacher Salary	$80,333	$82,826
Average Elementary School Principal Salary	$105,326	$102,640
Average Middle School Principal Salary	$104,903	$109,253
Average High School Principal Salary	$130,776	$118,527
Superintendent Salary	$218,663	$183,968
Teacher Salaries — Percent of Budget	39%	40%
Administrative Salaries — Percent of Budget	5%	6%

Financial Data Comparison

This 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	2011-12 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Burke MS	$2,549	$68,681
ERUSD	$2,493	$69,755
California	$5,537	$67,106
School and District — Percent Difference	+2.2%	-1.5%
School and California — Percent Difference	-54.0%	+2.3%

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	
2011-12 Fiscal Year	
Total Expenditures Per Pupil	$2,609
Expenditures Per Pupil From Restricted Sources	$60
Expenditures Per Pupil From Unrestricted Sources	$2,549
Annual Average Teacher Salary	$68,681

Expenditures Per Pupil

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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. For further information regarding the data elements and terms used in the SARC see the *2012-13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at www.cde.ca.gov/ta/ac/ap. 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 December 2013.

School Accountability Report Card

PUBLISHED BY: SIA School Innovations & Achievement

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