

Burrel Union Elementary School District

Burrel Elementary School

2008-2009 School Accountability Report Card

**Tim Bybee,
Principal**

**School Address:
16704 South
Jameson Ave
Riverdale, CA
93656**

**Tim Bybee,
Superintendent**

**District Address:
16704 South
Jameson Ave.
Riverdale, CA
93656
(559) 866-5634**

School Profile

Burrel Elementary is a single school elementary school district. Curriculum is focused on meeting state standards in language arts, mathematics, and science. The school supports cultural awareness on a daily basis through its diverse literature selections, parent involvement, a strong emphasis on the importance of individual differences.

During the 2008-2009, 102 K-8th grade students were enrolled at the school, with classes arranged on a traditional schedule.

90% of our students are enrolled in some aspect of our after school program "Operation T.E.A.M."

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Burrel Elementary at (559) 866-5634 or e-mail the school at tbybee@burrel.k12.ca.us.

Parent Involvement

Burrel Elementary greatly benefits from its supportive parents who are the link between effective classroom instruction and student learning. The school has a strong base of parent volunteers who volunteer in classrooms, help out on field trips, raise funds for special projects, and serve on special committees. Parents are also welcome to join the Parent/Teachers Club.

The school also benefits from several community partnerships, including Fresno Wildlife Recovery, the San Joaquin River Parkway, California State University Fresno, Fresno Pacific University, Maddox Dairy, Sweet Haven Dairy, and several other local farmers. The school also sponsors Operation T.E.A.M. which also uses parent volunteers.

School Leadership

Leadership at Burrel Elementary is a responsibility shared between the superintendent/principal, School Board, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past ten years, leadership duties were assumed by Superintendent/Principal Timothy Bybee. Principal Bybee has thirty years of experience in education with positions as superintendent, principal, vice-principal, teacher, coach, bus driver and maintenance.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: the Site Council, Migrant Parents Council, and the District ESL Advisory Committee.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	0.0%
American Indian	0.0%
Asian	5.6%
Caucasian	5.6%
Filipino	0.0%
Hispanic or Latino	88.8%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
K	13	17	14
1st	15	14	15
2nd	16	12	11
3rd	18	18	11
4th	12	15	15
5th	10	11	14
6th	10	8	10
7th	11	8	7
8th	16	10	10

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from bilingual paraprofessionals. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	13	17	14	1	1	1	-	-	-	-	-	-
1	15	14	-	1	1	-	-	-	-	-	-	-
2	16	12	-	1	1	-	-	-	-	-	-	-
3	18	18	-	1	1	-	-	-	-	-	-	-
4	-	15	16	-	1	1	-	-	-	-	-	-
K-3	-	-	18	-	-	2	-	-	-	-	-	-
4-8	22	19	20	-	2	1	2	-	1	-	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Burrel Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

CSR Participation			
	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	100%	0%
2	100%	100%	0%
3	100%	100%	0%



Instructional Time (includes Minimum days)

For the 2008-2009 school year, Burrel Elementary offered 180 days of instruction, comprised of 170 regular days. The additional 10 minimum days were utilized for parent conferences and staff development. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	50,070
1st	50,400	50,970
2nd	50,400	50,970
3rd	50,400	50,970
4th	54,000	55,900
5th	54,000	55,900
6th	54,000	55,900
7th	54,000	55,900
8th	54,000	55,900

Safe School Plan

Safety of students and staff is a primary concern of Burrel Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on 8/1/2009 by school administration. All revisions were communicated to the both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held once a year. Students are supervised before and after school by certificated staff, classified staff, and the principal, and classified staff supervise students during lunch. There is a designated area for student drop off and pick up. Visitors are admitted through a locked front gate and must register in the office. The safety plan is available online at burrel.ca.schoolwebpages.com listed under documents.

School Facilities

Burrel Elementary was originally constructed in 1912 and was replaced by new buildings starting in 1976. It is comprised of 7 classrooms, a cafeteria, a library, a staff lounge, a music room, and 2 playgrounds. Cleaning Process: The principal works daily with the custodial staff of 1 full-time and 1 part-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

School Facility Conditions				
Date of Last Inspection: 08/03/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

The district governing board has adopted cleaning standards for the school. A summary of these standards are available at the district office for review. Maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems. For the 2008-2009 school year the district did not allocate any funds for deferred maintenance program because of budgetary concerns. The district currently has \$52,463 in its Deferred Maintenance account. During the 2008-2009 school year, the district replaced facing boards around the upper portions of two buildings. The school district has not had any outstanding maintenance problems and has not been inspected by the Fresno County Office. Deferred Maintenance funds will be used to replace the parking lot in the near future.

Discipline & Climate for Learning

Students at Burrel Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Burrel Elementary discipline program is to create a learning environment in which all students have equal access to a high quality curriculum and all students have an opportunity to achieve at a high level. Parents and students are informed of school rules and discipline policies through the Student Handbook which is sent home at the beginning of the school year and is written in both English and Spanish. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	7	8	3	0	8	3
Suspension Rate	5.8%	7.1%	2.8%	0.0%	7.1%	2.8%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Extracurricular activities, clubs, and programs include: Operation T.E.A.M. (after school), Leadership Club, Student Council, and after school sports. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: football, volleyball, basketball, soccer, and softball. Burrel School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies held quarterly.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district has dedicated four days to staff development annually for the past three years. Topics for staff development during the 2008-2009 school year included: CPR and First Aid, Step Up to Writing training, and new computer applications for the school.

Teacher Assignment

Burrel Union Elementary recruits and employs the most qualified credentialed teachers. For the 2008-2009 school year, Burrel Elementary had 7 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	8	8	7	7
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008-2009 school year, the most current data are reported.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2007-2008 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Teachers in their first two years of instruction are evaluated annually and experienced teachers are evaluated every other year. Evaluations are conducted by the Principal, who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator.

Burrel Union Elementary offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is lead by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

Substitute Teachers

The Burrel Union Elementary district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Burrel Elementary. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the Principal or librarian assume the role of substitute.

Counseling & Support Staff

It is the goal of Burrel Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:100 The table lists the support service personnel available at Burrel Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Psychologist	1	0.2

Curriculum Development

All curriculum development in the Burrel Union Elementary is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Principal, to align with the state standards, district goals, and the statewide assessment program. Burrel also shares curriculum guides with Riverdale Unified School District. During the 2008-2009 school year, changes to the curriculum included adoption McDougal Littell Math in grades 6 and 7, Harcourt Math in grades k-5, and Kenetic Online Algebra 1 in 8th grade.

Instructional Materials

Burrel Union Elementary held a Public Hearing on October 13, 2009 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. Please note that 2009 is scheduled to be an adoption year for language arts textbooks. To date, the State of California has not released any funding for textbook purchases, so most likely the books will not be purchased this year.



District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
4th-8th	ELD Reading	Hampton Brown	2003	Yes
6th-8th	English/ Language Arts	Prentice Hall	2003	Yes
K-5	History/Social Science	Houghton Mifflin	2006	Yes
6th-8th	History/Social Science	McDougal Littell	2006	Yes
Pre K & K	Mathematics	Harcourt	2002	Yes
6th-8th	Mathematics	McDougal Littell	2001	Yes
8th	Mathematics	N/A	2008	Yes
K-5	Reading	Houghton Mifflin	2003	Yes
K-5	Science	Houghton Mifflin	2001	Yes
6th-8th	Science	McDougal Littell	2001	Yes

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the school library or public libraries located in the cities of Fresno or Caruthers, which contain numerous computer workstations. Students are also allowed to access the Internet on approved search sites to acquire needed information. All students are monitored during internet search sessions.

At Risk Interventions

Burrel Elementary provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Intersession courses are offered during vacation periods when necessary. Other intervention programs offered at Burrel Elementary include one on one tutoring during recess or after school.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in grades 2 through 8 in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for 8th grade algebra. Science (available for grades 5 and 8 only). For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	23	22	32	23	22	32	43	46	50
Mathematics	37	37	47	37	37	47	40	43	46
Science	24	29	23	24	29	23	38	46	50
History/Social Science	25	9	*	25	9	*	33	36	41

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	33	49	25	*
Pacific Islander	*	*	*	*
Caucasian	*	*	*	*
Males	23	43	15	*
Females	45	52	*	*
Socioeconomically Disadvantaged	32	46	25	*
English Learners	11	37	*	*
Students with Disabilities	*	*	*	*
Migrant Education	43	36	*	*

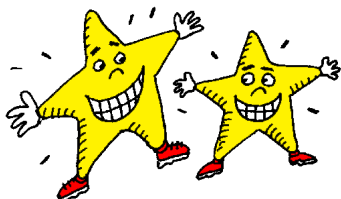
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.



API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	4	2	1	
Similar Schools Rank	N/A	N/A	N/A	
All Students				
Actual Growth	-26	-31	49	716
Socioeconomically Disadvantaged				
Actual Growth	-25	-36	64	713
Hispanic or Latino				
Actual Growth	-26	-36	75	726

N/A - Means a number is not applicable or not available due to missing data.

Physical Fitness

In the spring of each year, Burrel Elementary is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.1%	38.5%	30.8%
7	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart. (Note: Schools that test less than 100 students like Burrel are measured on an alternative scale to take into account movements in student population that can greatly effect the scores of extremely small schools.)

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Burrel is not or never has been a PI school.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$37,153	\$38,481
Mid-Range Teachers	\$49,173	\$55,789
Highest Teachers	\$61,819	\$70,849
Elementary School Principals	-	\$88,862
Middle School Principals	-	\$94,015
High School Principals	-	\$97,594
Superintendent	-	\$110,994
Salaries as a Percentage of Total Budget		
Teacher Salaries	29.4%	37.2%
Administrative Salaries	6.1%	6.6%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on the 2008-2009 year end financial statements.

Average Teacher Salaries	
School & District	
School	\$44,500
District	\$46,065
Percentage of Variation	-
School & State	
All Elementary School Districts	\$56,284
Percentage of Variation	20.94%

District Expenditures

Burrel Union Elementary spent an average of \$11,311 to educate each student, based on 2007-2008 financial Audit. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

District Revenue Sources

In addition to general state funding, Burrel Elementary receives state and federal funding for the following categorical funds and other support programs: Migrant Education, State Lottery, Title 1, Safe and Drug Free Schools, Title 2 Improving Instruction, Title 4 Innovative Strategies, Ases Grant (After-School), Title 3 Immigrant Education, State Instructional Materials Block Grant, Carl Washington School Safety Grant, Economic Impact Aid, Home to School Transportation, Peer Assistance and Review, School Garden Grant, and various local grants.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$11,311
From Restricted Sources	\$5,836
From Unrestricted Sources	\$5,475
District	
From Unrestricted Sources	\$5,475
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	0.67%

Data Sources

Data within the SARC was provided by Burrel Union Elementary School District, retrieved from the 2008-2009 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

