Birney Tech Academy

8501 Orange Ave. • Pico Rivera, CA 90660 • (562) 801-7600 • Grades K-5
Sandra E. Gallegos, Principal
sgallegos@erusd.org
be.erusd.org

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

El Rancho Unified School District
9333 Loch Lomond Dr.
Pico Rivera, CA 90660
(562) 801-7310
www.erusd.org

District Governing Board

Carolyn Castillo

Leanne M. Ibarra

Jose Lara

Teresa L. Merino, Ph.D.

Gabriel A. Orosco

District Administration

Dr. Frances Esparza
Superintendent

Reynaldo Reyes
Assistant Superintendent, Human Resources

Jacqueline A. Cardenas, Ed.D.
Assistant Superintendent, Educational Services

Alejandro Rojas, Ed.D.
Assistant Superintendent, Business Services

Dora Soto-Delgado
Director, Student Services

Dean Cochran
Director, Special Education

Roberta Gonzalez
Director, Early Learning Program

School Description

Principal's Message

We welcome you to Birney Tech Academy. Our school is located in Pico Rivera, a small community where many teachers and classified staff grew up and/or currently reside. We are committed to high academic standards. Our supportive learning environment allows every student to develop a positive self-concept and passion for lifelong learning. Every member of our learning community contributes to the development of each student. Our goal is to prepare students to succeed in a complex, global society by focusing on communication, technology, cultural diversity, and critical-thinking skills.

We have approximately 400 students this year, 18 teachers, and support staff and parent volunteers that help students achieve academically and socially.

Family partnerships are highly valued. Parents are encouraged to participate in their child's education in a variety of ways. Besides supporting learning at home, parents participate at school as volunteers, decision-makers, and leaders. Our uncompromising vision affirms that in working together, all students at Birney will achieve their highest potential.

School Mission Statement

The mission of Birney Tech Academy is to create a challenging learning environment that promotes excellence, encourages high expectations for success through a rigorous curriculum, and promotes a safe, caring and supportive school environment that will prepare students to become lifelong learners to succeed academically, intellectually, socially, emotionally, and culturally through the support of our parents, teachers, and community members.

School Vision Statement

Birney Tech Academy will serve as the foundation for the academic future of our students where we will use our resources, including innovations in technology, to provide the fundamentals of education for a diverse population. We will maintain a safe and disciplined environment for all students so that all students can achieve their ability.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	57
Grade 2	73
Grade 3	80
Grade 4	73
Grade 5	93
Total Enrollment	442

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	0.2
Filipino	0.7
Hispanic or Latino	98.2
White	0.7
Socioeconomically Disadvantaged	74.9
English Learners	19.7
Students with Disabilities	14.7
Foster Youth	4.1
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Birney Tech Academy	17-18	18-19	19-20
With Full Credential	18	18	17
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for El Rancho Unified	17-18	18-19	19-20
With Full Credential	♦	♦	350
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Birney Tech Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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

Year and month in which data were collected: December, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Ready to Advance CA Edition, Benchmark Education (TK) Adopted 2018 Benchmark Advance CA Edition, Benchmark Education (K-5) Adopted 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Frog Street Pre-K (formerly Splash; 2013), Frog Street Press Go Math! 2015, Houghton Mifflin Harcourt (K-5) Adopted 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	California Science, MacMillan/McGraw-Hill (K-5) Adopted 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	History-Social Science for California, Scott Foresman (K-5) Adopted 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	English Language Development Component, Benchmark Advance (K-5) Adopted 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our campus was constructed in 1951. It is an attractive site that meets the needs of students and staff. We have a multipurpose room that serves as the cafeteria and auditorium. We have three playground yards: preschool/kindergarten, primary, and upper grades. We also have a very large field area that includes two baseball diamonds and a soccer field. Our library houses more than 4,500 books.

There are Chromebooks in every classroom, and all classes have Internet access. We also have three iPad carts that are available for student use. All facilities have handicap access, including the stage in our multipurpose room. In 2003, the community passed a bond measure to provide additional funds for modernization. All classrooms have been upgraded and are air-conditioned. All bathrooms, including staff, are upgraded and meet Americans with Disabilities Act (ADA) code. Students have access to an Innovation Lab that functions in several different ways. The outside of the school was painted and roofing work was done over the 2017 summer break. We have two full-time custodians and a groundsman that attends our school two days a week. Custodial hours are from morning to afternoon and afternoon to late night.

Birney PTO purchased and installed a new playground apparatus which students have enjoyed playing on during their recesses.

Student safety is one of our top priorities. We have a closed-campus policy and all guests/visitors are required to sign-in and wear a visitor's badge while on campus. All teachers, staff, and personnel have also been trained regarding our school safety plan SOP that, in case of an emergency, can be implemented properly.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/7/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	35	36	42	43	50	50
Math	26	24	26	29	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	23.7	20.4	11.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	242	237	97.93	36.29
Male	126	124	98.41	32.26
Female	116	113	97.41	40.71
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	238	233	97.90	36.91
Socioeconomically Disadvantaged	179	177	98.88	34.46
English Learners	78	76	97.44	23.68
Students with Disabilities	50	47	94.00	4.26
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	242	238	98.35	24.37
Male	126	124	98.41	26.61
Female	116	114	98.28	21.93
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	238	234	98.32	24.36
Socioeconomically Disadvantaged	179	178	99.44	21.91
English Learners	78	77	98.72	22.08
Students with Disabilities	50	47	94.00	4.26
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Birney is committed to providing students with every opportunity to reach their educational goals. To achieve these goals, it is necessary that a strong partnership is established with parents and guardians so they become an integral part of their child's learning experience.

The following are some of the opportunities for parents to become involved:
• School Site Council (SSC)
• Dads Club
• Parent-Teacher Organization (PTO)
• English Learner Advisory Committee (ELAC)
• Parent Education workshops and informative meetings such as Title I Parent Meeting
• Parent Volunteer Program
• Attendance at Back-to-School night, Parent Conferences, Award Assemblies, Family Nights, and Lunch with Someone Special
For more information on how to become involved at the school, please contact Principal, Sandra Gallegos at (562) 801-7600.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan

Our School Safety Plan is reviewed and updated each year. The School Safety Plan was last reviewed and updated in September 2019. The Plan is located in the principal's office. The plan includes procedures for disaster drills, crime reporting, medication administration, child abuse reporting, schoolwide dress codes, and rules and procedures for school discipline. To ensure safety, our campus is closed. All gates surrounding our campus are closed between the hours of 7:00 a.m. to 2:45 p.m. Visitors are required to sign-in at the office, and to wear a visitors' badge if they have business at the school. Before school begins, there are teachers on duty and a breakfast supervisor in the cafeteria. During recess, there are also at least two teachers and/or staff on yard duty per playground. At lunch and lunch recess, noon aides supervise the cafeteria and playground.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.4	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	2.5	2.9
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5
Other	

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25		4		25		3		22		3	
1	28		2		23		3		28		2	
2	26		3		32		2		24		3	
3	22	1	3		25	1	2		27	1		2
4	27		2		29		3		34			2
5	25	1	3		27	1		2	25	1	3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	11	12

The district provides professional learning opportunities to meet the needs of administrators, teachers, and support staff at all levels of the organization: Beginning Teachers Support and Assessment (BTSA); Peer Assistance Review (PAR) for veteran teachers; District and site administrators; Teachers and support staff; and Digital Learning Coaches.

Three full days and approximately 18 half days of professional learning were offered at our school sites in the 2018-19 school year. The topics addressed were based on teachers' need assessment surveys, student assessment data analysis, and district and school-wide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites is determined by in-depth data analysis and aligned to the instructional focus areas. English learners and special population training are offered on-site as needed. In addition, teachers and support staff also attend off-site workshops or conferences.

2018-19 Analysis of data led to the identification of professional learning priorities. Whole group instruction, small group differentiated instruction, and designated English language development supported strengthening language arts instruction at the elementary level. Professional learning in mathematics focused on the Standards for Mathematics Practice, in conjunction with problem-solving and modeling and data analysis at the middle school level. At the high school, professional learning was prioritized for the Expository Reading and Writing Course which develops students' academic literacy in rhetorical and analytical reading, writing, and thinking. All schools participated in professional learning opportunities centered on data literacy. Professional development is provided during modified day schedules, pupil-free days, release days, and conferences/workshops outside the district. Professional learning is supported through in-class coaching, teacher-principal meetings, observations, and demonstration lessons.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,977	$49,084
Mid-Range Teacher Salary	$72,725	$76,091
Highest Teacher Salary	$97,462	$95,728
Average Principal Salary (ES)	$118,355	$118,990
Average Principal Salary (MS)	$122,472	$125,674
Average Principal Salary (HS)	$130,732	$137,589
Superintendent Salary	$215,004	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	35%
Administrative Salaries	5%	6%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$4,852.30	$174.08	$4,678.22	$68,135.17
District	N/A	N/A	$8,905.40	$80,688.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-62.2	-3.0
School Site/ State	-45.6	-0.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The following programs and services are available in the district to support and assist students:

- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Language Arts, Mathematics Cadres
- Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)
- Positive Behavioral Interventions and Supports (PBIS)
- Career Technical Education (CTE)
- International Baccalaureate (IB)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.