



Principal's Message

We welcome you to Alice M. Birney Elementary School. 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.

In 1999, our API grew a total of 174 points, which qualified us to apply and be awarded a California Distinguished School Award. In 2007, Birney Elementary was the recipient of the EETT6 grant that focused on grade 4-5 students to increase technology literacy and use technology as a tool to improve academic achievement.

We have approximately 502 students this year, 21 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. Beside 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.

Parental Involvement

Birney is committed to providing students with every opportunity to reach their educational goals. To achieve these goals, it is necessary a strong partnership be 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:

- Parent-Teacher Organization (PTO)
- Dads Club
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Parent Education workshops and informative meetings such as Title I Parent Meeting
- Parent Volunteer Program
- Attendance to 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 Kendall Goyenaga at (562) 801-5153.

School Safety

Our School Safety Plan is reviewed and updated each year. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2013. 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 8:15 a.m. to 2:30 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 two teachers on yard duty per playground. At lunch and lunch recess, three noon aides supervise the cafeteria and playground.

School Mission Statement

The mission of Birney Elementary is to create a challenging learning environment that promotes excellence, encourages high expectations for success through 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.

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El Rancho Unified School District

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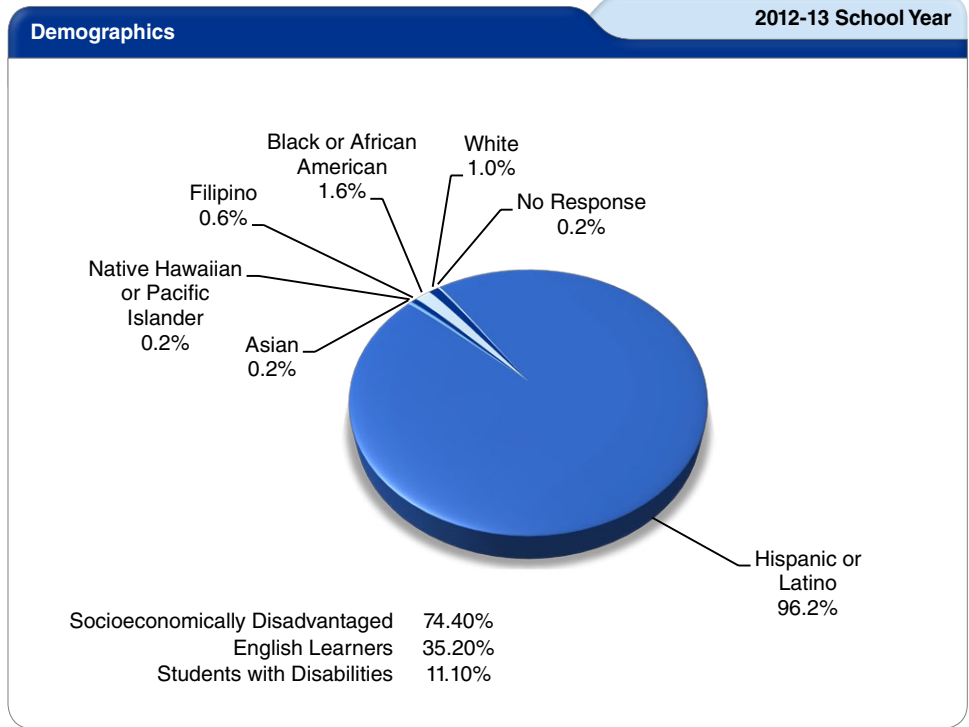
School Accountability Report Card

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

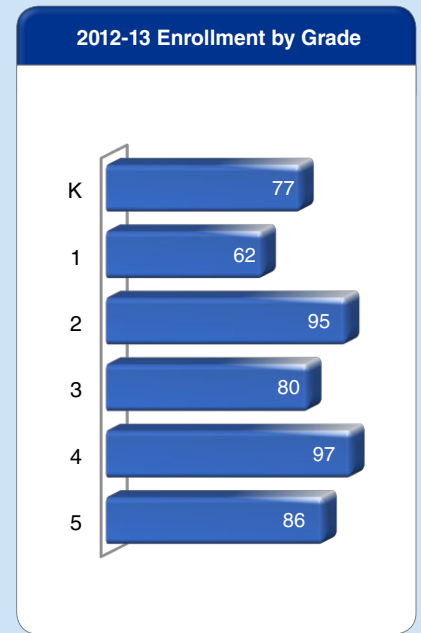
Enrollment by Student Group

The total enrollment at the school was 497 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.



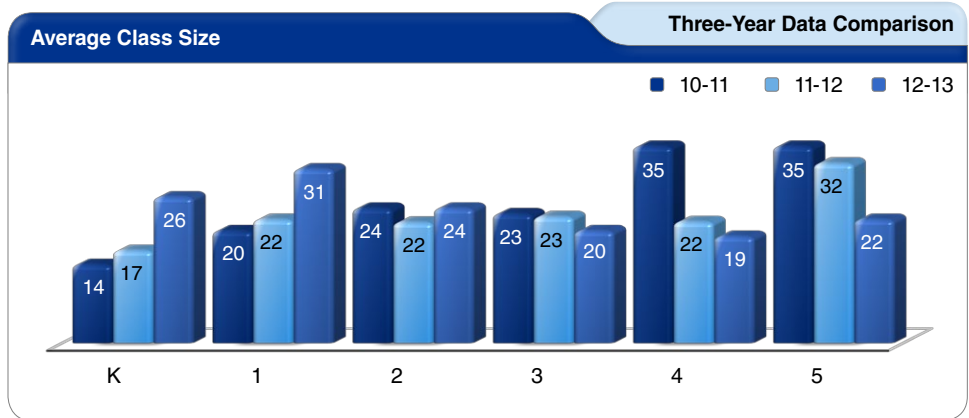
Enrollment by Grade Level

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



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.



Three-Year Data Comparison

Number of Classrooms by Size

Grade	10-11			11-12			12-13		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	6			4				3	
1	3	2		4				2	
2		4		1	3		1	3	
3	1	3		2	2		2	2	
4			3	2	3		3	2	
5			3		3		1	3	

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

Birney ES			
	10-11	11-12	12-13
Suspension Rates	0.098	0.040	0.009
Expulsion Rates	0.002	0.000	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, and science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Birney ES			ERUSD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	51%	60%	54%	45%	50%	50%	54%	56%	55%
Mathematics	54%	57%	58%	40%	44%	46%	49%	50%	50%
Science	34%	34%	37%	50%	51%	53%	57%	60%	59%



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.

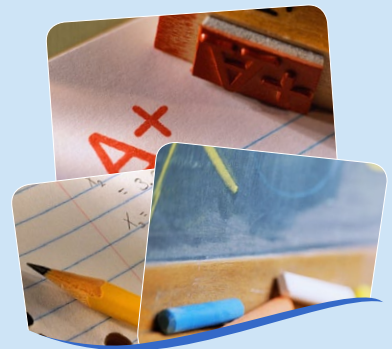
The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

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.

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

Students Scoring at Proficient or Advanced Levels	Spring 2013 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	50%	46%	53%
All Students at the School	54%	58%	37%
Male	50%	59%	52%
Female	59%	57%	27%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	54%	58%	37%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	❖	❖	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	52%	58%	36%
English Learners	41%	45%	7%
Students with Disabilities	25%	34%	❖
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.

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	4	5
Similar Schools API Rank	5	2	3

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 and Three-Year Data Comparison							
Group	2013 Growth API						Birney ES – Actual API Change		
	Birney ES		ERUSD		California		10-11	11-12	12-13
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	336	789	7,056	775	4,655,989	790	-5	25	-16
Black or African American	6	❖	28	758	296,463	708	■	■	■
American Indian or Alaska Native	0	❖	9	❖	30,394	743	■	■	■
Asian	0	❖	14	880	406,527	906	■	■	■
Filipino	1	❖	25	920	121,054	867	■	■	■
Hispanic or Latino	324	789	6,891	775	2,438,951	744	-2	20	-16
Native Hawaiian or Pacific Islander	1	❖	1	❖	25,351	774	■	■	■
White	4	❖	67	776	1,200,127	853	■	■	■
Two or More Races	0	❖	21	683	125,025	824	■	■	■
Socioeconomically Disadvantaged	260	777	5,421	768	2,774,640	743	-5	22	-16
English Learners	123	776	2,655	735	1,482,316	721	13	11	-20
Students with Disabilities	58	593	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	
	Birney ES	ERUSD
Met Overall AYP	No	No
Met Participation Rate		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Met Percent Proficient		
English-Language Arts	No	No
Mathematics	No	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	
	Birney ES	ERUSD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement	Year 3	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.

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.



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 5	
Four of Six Standards	25.00%
Five of Six Standards	22.60%
Six of Six Standards	19.00%

"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	Elementary School Textbook	Adopted
English-Language Arts	Reading, Houghton Mifflin (K-6)	2009
Mathematics	California Mathematics, MacMillan/McGraw-Hill	2010
Science	California Science, MacMillan/McGraw-Hill (K-5)	2009
History-Social Science	History-Social Science for California, Scott Foresman (K-5)	2009
ELD	Avenues, Hampton-Brown (K-5)	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	

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.

✧ Not applicable.

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	✧
Foreign Language	✧
Health	✧

School Vision Statement

Birney Elementary 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 to their ability.

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	Fair
Interior	Good	Safety	Fair
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			09/23/2013
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	
Restrooms/Fountains	Remove storage under ADA accessible sinks (Removed storage on 11/01/2013)	
Safety	Site will remove extension cords, secure chemicals, and clear exits as soon as possible	

School Facilities

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 computers in classrooms, and all classes have Internet access. We also have two iPad carts 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. Our stage had new curtains installed in February of 2008. We have two full-time custodians and a grounds man that attends our school three days a week. Custodial hours are from morning to afternoon and afternoon to late night.

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School Facilities

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Birney PTO purchased and installed a new playground apparatus for the 2010-11 school year 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.



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)

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	Birney ES		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	384	24	23	20
Without Full Credential	4	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

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		
	Birney ES		
Teachers	11-12	12-13	13-14
Teacher Misassignments of English Learners	1	0	0
Total Teacher Misassignments	1	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
Birney ES	100.00%	0.00%
All Schools in District	95.84%	4.16%
High-Poverty Schools in District	95.84%	4.16%
Low-Poverty Schools in District	◇	◇

◇ Not applicable.

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.



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	0.00
Ratio of Students Per Academic Counselor	◇
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.66
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00

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
Birney ES	\$2,313	\$70,171
ERUSD	\$2,493	\$69,755
California	\$5,537	\$67,106
School and District — Percent Difference	-7.2%	+0.6%
School and California — Percent Difference	-58.2%	+4.6%

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	\$2,734
Expenditures Per Pupil From Restricted Sources	\$420
Expenditures Per Pupil From Unrestricted Sources	\$2,313
Annual Average Teacher Salary	\$70,171



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/ta/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.