Birney Tech Academy

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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

El Rancho Unified School District
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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 470 students this year, 20 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 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 to 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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	96
Grade 1	65
Grade 2	76
Grade 3	69
Grade 4	74
Grade 5	92
Total Enrollment	472

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	0.2
Filipino	0.4
Hispanic or Latino	97.5
Native Hawaiian or Pacific Islander	0
White	1.1
Two or More Races	0
Socioeconomically Disadvantaged	75.6
English Learners	30.5
Students with Disabilities	11.9
Foster Youth	1.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Birney Tech Academy	14-15	15-16	16-17
With Full Credential	20	18	20
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
El Rancho Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	356
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Birney Tech Academy	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.2	3.8
High-Poverty Schools	96.2	3.8
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)
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: January, 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Reading, Houghton Mifflin (K-6) Adopted 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	California Mathematics, MacMillan/McGraw-Hill Adopted 2010 **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	Avenues, Hampton-Brown (K-5) Adopted 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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 classrooms, and all classes have Internet access. We also have three iPad carts, and two Macbook 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. Currently the school is under construction, for the development of an Innovation Lab for our students. We have two full-time custodians and a grounds man 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 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/19/2016				
System Inspected	**Repair Status**			**Repair Needed and** **Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials			X	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
			X	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards** **(grades 3-8 and 11)**				
	School		**District**		**State**
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
ELA	22	27	35	40	44	48
Math	15	19	22	25	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced **(meeting or exceeding the state standards)**								
Subject	**School**			**District**			**State**		
	13-14	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	47	12	11	51	42	43	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	29	15.1	15.1

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	94	90	95.7	11.1
Male	56	54	96.4	13.0
Female	38	36	94.7	8.3
Hispanic or Latino	90	86	95.6	11.6
Socioeconomically Disadvantaged	74	70	94.6	11.4
English Learners	23	21	91.3	14.3
Students with Disabilities	25	25	100.0	8.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	68	66	97.1	37.9
	4	82	79	96.3	27.9
	5	94	92	97.9	19.6
Male	3	37	36	97.3	33.3
	4	49	48	98.0	29.2
	5	56	55	98.2	16.4
Female	3	31	30	96.8	43.3
	4	33	31	93.9	25.8
	5	38	37	97.4	24.3
Black or African American	3	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
Hispanic or Latino	3	64	62	96.9	38.7
	4	81	79	97.5	27.9
	5	90	88	97.8	20.4
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	57	57	100.0	35.1
	4	60	60	100.0	23.3
	5	74	72	97.3	18.1
English Learners	3	14	14	100.0	14.3
	4	17	17	100.0	17.6
	5	23	22	95.7	9.1

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
Students with Disabilities	3	13	13	100.0	
	4	11	11	100.0	18.2
	5	25	25	100.0	12.0
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	68	66	97.1	40.9
	4	82	79	96.3	21.5
	5	94	92	97.9	2.2
Male	3	37	36	97.3	38.9
	4	49	48	98.0	22.9
	5	56	55	98.2	3.6
Female	3	31	30	96.8	43.3
	4	33	31	93.9	19.4
	5	38	37	97.4	
Black or African American	3	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
Hispanic or Latino	3	64	62	96.9	41.9
	4	81	79	97.5	21.5
	5	90	88	97.8	2.3
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	57	57	100.0	40.4
	4	60	60	100.0	18.3
	5	74	72	97.3	1.4

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	14	14	100.0	35.7
	4	17	17	100.0	
	5	23	22	95.7	
Students with Disabilities	3	13	13	100.0	7.7
	4	11	11	100.0	18.2
	5	25	25	100.0	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)
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:
• School Site Council (SSC)
• Dads Club
• Parent-Teacher Organization (PTO)
• English Learner Advisory Committee (ELAC)
• Parent Education workshops and informative meetings such as School Smarts Program and 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.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (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 2016. 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 two teachers on yard duty per playground. At lunch and lunch recess, noon aides supervise the cafeteria and playground.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.5	0.6	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.4	4.0	2.3
Expulsions Rate	0.2	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
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 Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		61.5

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.20
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	0.00
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	24	23	24		1		4	3	4			
1	32	25	22			1	2	3	2			
2	33	31	19			2	1	2	2	1		
3	23	25	23	1	1	1	3	1	2		1	
4	24	25	19		1	2	3	2	2			
5	25	25	23	1	1	2	3	3	2			

Professional Development provided for Teachers

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
- Buck Institute for Education - Project-Based Learning (PBL)
- Digital Learning Coaches

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.

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,509	$43,821
Mid-Range Teacher Salary	$65,953	$69,131
Highest Teacher Salary	$83,892	$89,259
Average Principal Salary (ES)	$104,679	$108,566
Average Principal Salary (MS)	$107,440	$115,375
Average Principal Salary (HS)	$125,784	$125,650
Superintendent Salary	$206,028	$198,772
Percent of District Budget		
Teacher Salaries	37%	37%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$4,511.57	$110.21	$4,401.36	$72,817.00
District	♦	♦	$3,311.94	$71,564
State	♦	♦	$5,677	$71,517
Percent Difference: School Site/District	32.9			1.8
Percent Difference: School Site/ State	-22.5			1.8

* Cells with ♦ do not require data.

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
- Advancement Via Individual Determination (AVID)
- Language Arts, Mathematics, Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://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.