Birney Elementary School

School Accountability Report Card

Principal's Message

Birney Elementary, is located in Pico Rivera, a small community where many teachers and classified staff grew up and/or currently reside. Teachers, classified employees, administrators, families, and community work together as responsible partners in educating our students in a safe and trusting atmosphere. Our vision affirms that in working together, we will instill in students a passion for lifelong learning, an appreciation and tolerance of the diversity of others, and an opportunity to be productive and responsible citizens.

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 fourth and fifth grade students to increase technology literacy and use technology as a tool to improve academic achievement. Birney Elementary was also the recipient of the Early Mental Health Initiative (EMHI), which services identified kindergarten through third grade students to participate in the Friendship Club Program.

We have approximately 530 students this year, 24 teachers, support staff and parent volunteers that help students achieve academically and socially. Although our budgets will be challenged and some supplies limited, teacher enthusiasm and excellence is abundant and that is all we need for student success.

We want to invite parents to be active members of Birney Elementary. There is no debate about the fact that family involvement in schools boosts student achievement. Families and parents can support their children's schooling by volunteering, attending school functions, and being aware of classroom activities. They can become more involved by helping their children improve their schoolwork through encouragement, modeling desired behavior (such as reading for pleasure), monitoring and helping with homework, and tutoring at home. When the family is involved in their children's school, students benefit, school benefit and families benefit.

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 promote a safe, caring and supportive school environment that will prepare students to become life-long learners to succeed academically, intellectually, socially, emotionally and culturally through the support of our parents, teacher and community members.

Parental Involvement

The following organizations are some of the opportunities for parents to become involved:

- Parent Teacher Organization (PTO)
- Dads Club
- School Site Council (SSC)
- English Learners Advisory Council (ELAC)
- Student of the Month & Reading Incentive Awards Program
- Parent Volunteer Program

For more information on how to become involved at the school, please contact Gisela Castanon, Principal, at (562) 801-5153.

"Young Minds Doing Great Things"

El Rancho Unified School District

9333 Loch Lomond Drive
Pico Rivera, CA 90660
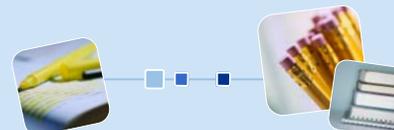**Phone:** (562) 942-1500
Fax: (562) 949-2821
www.erusd.org

Dr. Myrna Rivera Coté
Superintendent

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.
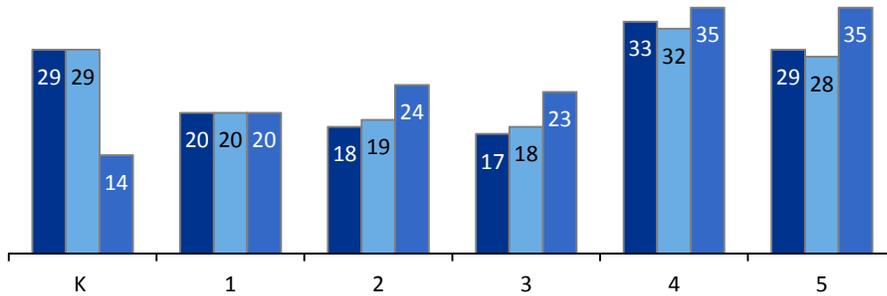
Birney Elementary School

Class Size

The bar graph displays the three-year data for average class size.

	K	1	2	3	4	5
08-09	29	20	18	17	33	29
09-10	29	20	19	18	32	28
10-11	14	20	24	23	35	35

Class Size Distribution — Number of Classrooms By Size

	08-09			09-10			10-11		
Grade	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			2		6		
1	4			3			3	2	
2	5			4				4	
3	6			5			1	3	
4			3			3			3
5		4			3				3

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 life-long learners to succeed academically, intellectually, socially, emotionally and culturally.

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. These programs include:

- 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 towards 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, 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.

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 September 2011. 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 8:30 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 school business. Before school begins, there are teachers on yard 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.

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. PFT measures six key fitness areas:
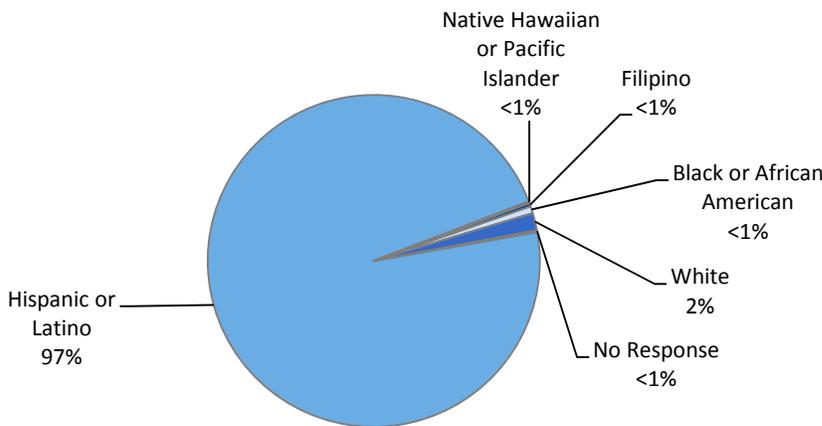
1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

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/.

California Physical Fitness Test	
	Birney ES
Percentage of Students Meeting Fitness Standards	**Grade 5**
Four of Six Standards	22.9%
Five of Six Standards	24.8%
Six of Six Standards	25.7%

Enrollment and Demographics

The total enrollment at the school was 590 students for the 2010-11 school year.*

Native Hawaiian or Pacific Islander <1%
Filipino <1%
Black or African American <1%
White 2%
No Response <1%
Hispanic or Latino 97%

* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

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

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 abilities.

Student Enrollment by Group

Birney ES	
Socioeconomically Disadvantaged	61.4%
English Learners	37.8%
Students with Disabilities	11%

School Facility Items Inspected

The table shows 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 condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/Fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			09/13/2011
Date of the Most Recent Completion of the Inspection Form			09/13/2011

School Facilities

Our campus was constructed in 1951. It is an attractive site that meets the needs of students and staff. We have a multi-purpose room that serves as the cafeteria and auditorium. We have three playground yards: preschool/kindergarten, primary, and upper grades. We have a very large field that includes two baseball diamonds, which the city uses in the spring for a girl's softball program. Our library houses more than 4,500 books. There are computers in classrooms, and all classes have Internet access. We also have a computer lab with access to PC and Apple laptops. All facilities have handicapped access, including the stage in our multi-purpose 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. Our school is very clean. Students voluntarily pick up trash during their lunch recess. We have two full-time custodians and a grounds man that comes twice a week. Custodial hours are from 7:00 A.M. to 3:30 P.M. and 2:30 P.M. to 10:30 P.M.

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, it can be implemented properly.

School Facilities

Continued from left

The District participates in the State School Deferred Maintenance Program, which provides state 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, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted $570,920 for the Deferred Maintenance Program. This represents .075% of the District's general fund budget.
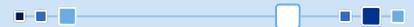
"The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages."

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		
Subject	**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

Currency of Textbook Data

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

Currency of Textbook Data	
Data Collection Date	09/2011

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.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Birney ES			**El Rancho USD**		
	08-09	**09-10**	**10-11**	**08-09**	**09-10**	**10-11**
Suspension Rate	0.058	0.043	0.098	0.086	0.093	0.103
Expulsion Rate	0.000	0.000	0.002	0.005	0.004	0.005

✧   Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Birney ES	
Subject	**Percent Lacking**
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧

Quality of Textbooks

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

Birney ES	
Quality of Textbooks	**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
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state 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 that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring at Proficient or Advanced Levels								
	Birney ES			El Rancho USD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	48%	49%	51%	40%	44%	45%	49%	52%	54%
Mathematics	54%	54%	54%	36%	40%	40%	46%	48%	50%
Science	41%	34%	34%	42%	46%	50%	50%	54%	57%

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

Percentage of Students Scoring at Proficient or Advanced Levels			
	Spring 2011 Results		
Group	English-Language Arts	Mathematics	Science
All Students in the District	45%	40%	50%
All Students at the School	51%	54%	34%
Male	51%	54%	39%
Female	51%	53%	28%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	52%	54%	33%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	❖	❖	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	51%	52%	35%
English Learners	50%	57%	8%
Students with Disabilities	37%	43%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. 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 program (IEP). 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 program including tests, participation, groups, and scores by grade level, please visit http://star.cde.ca.gov/.

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 and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2008	**2009**	**2010**
Statewide API Rank	5	5	5
Similar Schools API Rank	4	3	5

API Testing

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 Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (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, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 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.

API Growth by Student Group — 2011 Growth API and Three Year Comparison									
Group	**2011 Growth API**						**Birney ES — Actual API Change**		
	Birney ES		**El Rancho USD**		**California**				
	Number of Students	**Growth API**	**Number of Students**	**Growth API**	**Number of Students**	**Growth API**	**08-09**	**09-10**	**10-11**
All Students	381	780	7,458	753	4,683,676	778	13	11	-5
Black or African American	3	■	28	739	317,856	696	■	■	■
American Indian or Alaska Native	0	■	9	■	33,774	733	■	■	■
Asian	0	■	18	883	398,869	898	■	■	■
Filipino	1	■	27	822	123,245	859	■	■	■
Hispanic or Latino	370	785	7,281	753	2,406,749	729	16	13	-2
Native Hawaiian or Pacific Islander	1	■	1	■	26,953	764	■	■	■
White	5	■	78	708	1,258,831	845	■	■	■
Two or More Races	0	■	4	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	285	771	5,396	745	2,731,843	726	16	16	-5
English Learners	145	784	2,851	713	1,521,844	707	45	29	13
Students with Disabilities	45	660	783	562	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

"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."

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these 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 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Birney ES		**El Rancho USD**	
Met Overall AYP	No		No	
AYP Criteria	**English-Language Arts**	**Mathematics**	**English-Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✖		No	

Federal Intervention Program

Districts and schools 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) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Birney ES	**El Rancho USD**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2008-2009
Year in Program Improvement	Year 1	Year 3
Number of Schools Identified for Program Improvement		7
Percent of Schools Identified for Program Improvement		50%

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

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)
- Title IV (Safe and Drug-Free Schools and Communities)
- Economic Impact Aid (EIA)/Limited English Proficient (LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- Special Education
- State Preschool Program
- School Library Grant
- Title III (Emergency Immigrant)
- TUPE (Tobacco Use Prevention Education)
- AB1113 School Safety & Violence Prevention
- National School Lunch Program
- Enhancing Education Through Technology (EETT)

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.

Teacher Credential Information				
	El Rancho USD	**Birney ES**		
Teachers	**10-11**	**08-09**	**09-10**	**10-11**
With Full Credential	418	29	26	24
Without Full Credential	7	0	1	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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 misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Birney ES		
	09-10	**10-11**	**11-12**
Teacher Misassignments of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	**Taught by Non-NCLB Compliant Teachers**
Birney ES	96.15%	3.85%
All Schools in District	94.67%	5.33%
High-Poverty Schools in District	94.67%	5.33%
Low-Poverty Schools in District	✧	✧

✧   Not applicable.

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	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	**FTE**
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	**FTE**
Character Counts Advisor	1.0

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Financial Data

The financial data displayed in the SARC is from the 2009-10 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 more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

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		
Category	El Rancho USD	Similar Sized District
Beginning Teacher Salary	$42,595	$41,035
Mid-Range Teacher Salary	$64,566	$65,412
Highest Teacher Salary	$82,128	$84,837
Average Principal Salary (Elementary School)	$107,386	$106,217
Average Principal Salary (Middle School)	$107,473	$111,763
Average Principal Salary (High School)	$128,585	$121,538
Superintendent Salary	$168,349	$197,275
Teacher Salaries — Percent of Budget	41%	39%
Administrative Salaries — Percent of Budget	5%	5%

Financial Data Comparison

The following 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		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Birney ES	$3,601	$68,441
El Rancho USD	$4,107	$65,732
California	$5,455	$67,667
School and District — Percent Difference	-14.1%	+4.0%
School and California — Percent Difference	-51.5%	+1.1%

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	
Birney ES	
Total Expenditures Per Pupil	$4,646
Expenditures Per Pupil From Restricted Sources	$1,045
Expenditures Per Pupil From Unrestricted Sources	$3,601
Annual Average Teacher Salary	$68,441

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. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.

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