

Alice M. Birney Elementary School

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES K-5

8501 Orange Avenue Pico Rivera, CA 90660

Phone: (562) 801-5153 Fax: (562) 801-9354

Website: www.erusd.k12.ca.us

Dr. Myrna Rivera Coté
Superintendent

Gisela Castañon
Principal

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.

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, please contact Gisela Castañon, Principal, 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 on November 3, 2010. 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.



El Rancho Unified School District

9333 Loch Lomond Drive
Pico Rivera, CA 90660

Phone: (562) 942-1500

Fax: (562) 949-2821

www.erusd.k12.ca.us



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.

"Quality Education Today For A Better Tomorrow"

Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	<i>Reading</i> , Houghton Mufflin (K-6)	2009
Mathematics	<i>Math</i> , Harcourt (K-5)	2009
Science	<i>California Science</i> , MacMillan/McGraw-Hill (K-5)	2009
History-Social Science	<i>History-Social Science for California</i> , Scott Foresman (K-5)	2009
ELD	<i>Avenues</i> , Hampton-Brown (K-5)	2009

Availability of Textbooks and Instructional Materials

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

Alice M. Birney ES	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧

Note: This data was most recently collected and verified in October 2010.

✧ Not applicable.

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					
	Alice M. Birney ES			El Rancho USD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.052	0.058	0.043	0.071	0.086	0.093
Expulsion Rate	0.000	0.000	0.000	0.004	0.005	0.004

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.



“We dedicate three full days and approximately 18 half days towards professional development at our school sites per year.”

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, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **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.

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			09/13/10
Date of the Most Recent Completion of the Inspection Form			09/13/10

Note: At the time of this school facility inspection, no deficiencies were found.

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 lap tops. 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.

We plan to improve our campus by replacing broken windows that occurred over the summer. The PTO also plans to purchase a new playground apparatus for the 2010-11 school year.

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.



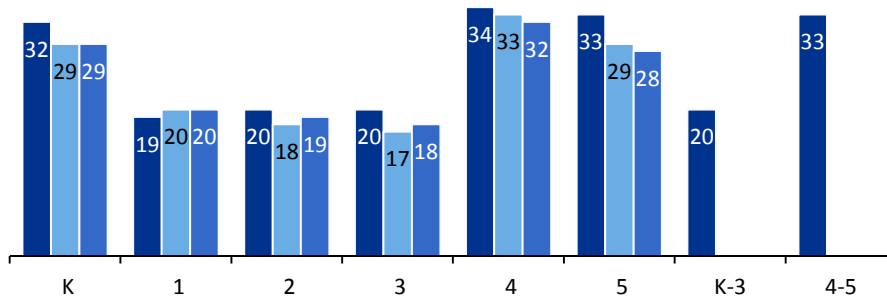
“Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.”



Class Size

07-08 08-09 09-10

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

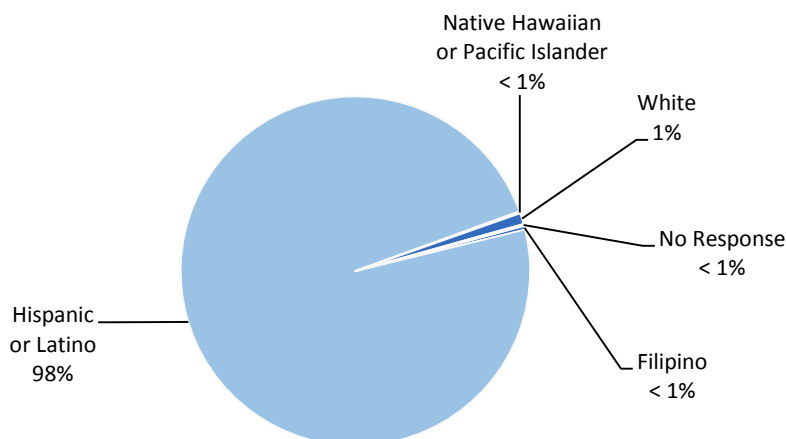


Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2			3			2	
1	3			4			3		
2	4			5			4		
3	3	1		6			5		
4			2			3			3
5			2		4			3	
K-3	1								
4-5			1						

Enrollment and Demographics

The total enrollment at the school was 577 students for the 2009-10 school year.



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)



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **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 below 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									
	Alice M. Birney ES			El Rancho USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	41%	48%	49%	38%	40%	44%	46%	50%	52%
Mathematics	47%	54%	54%	36%	36%	40%	43%	46%	48%
Science	38%	41%	34%	39%	42%	46%	46%	50%	54%

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

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	44%	40%	46%
All Students at the School	49%	54%	34%
Male	49%	53%	47%
Female	48%	56%	22%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	49%	55%	34%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	❖	❖	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	46%	53%	28%
English Learners	39%	49%	16%
Students with Disabilities	36%	28%	❖
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 consists of several key tests, including 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 a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/st/documents/starpkt5inrpts.pdf.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

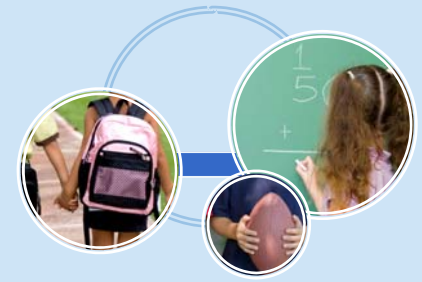
API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	6	5	5
Similar Schools API Rank	6	4	3

API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-4	13	11
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	-4	16	13
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	-16	16	16
English Learners	-31	45	29
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



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 rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools 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, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Alice M. Birney ES	El Rancho USD	California
All Students	785	745	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	787	744	715
Native Hawaiian or Pacific Islander	■	■	753
White	■	■	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	776	740	712
English Learners	771	710	692
Students with Disabilities	■	565	580

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are 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 test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they 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). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Alice M. Birney ES	El Rancho USD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	◇	2008-2009
Year in Program Improvement	◇	Year 3
Number of Schools Identified for Program Improvement	4	
Percent of Schools Identified for Program Improvement	28.6%	

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



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 State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test 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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards 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	
Grade 5	
Four of Six Standards	22.2%
Five of Six Standards	25.9%
Six of Six Standards	27.8%

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Alice M. 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	✧		Yes	

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

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

✧ Not applicable.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in 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 made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.



“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.”



Teacher Qualifications

Teacher Credential Information				
	El Rancho USD	Alice M. Birney ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	440	20	29	26
Without Full Credential	19	1	0	1
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			
	Alice M. Birney ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	1	0	0
Total Teacher Misassignments	0	0	0
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 2009-10 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
Alice M. Birney ES	96.4%	3.6%
All Schools in District	93.1%	6.9%
High-Poverty Schools in District	95.2%	4.8%
Low-Poverty Schools in District	50.0%	50.0%

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.

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/>.



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.

District Financial Data

District Salary Data		
Category	El Rancho USD	Similar Sized District
Beginning Teacher Salary	\$43,293	\$41,155
Mid-Range Teacher Salary	\$65,624	\$65,379
Highest Teacher Salary	\$81,983	\$85,049
Average Principal Salary (Elementary School)	\$100,000	\$106,453
Average Principal Salary (Middle School)	\$100,000	\$111,487
Average Principal Salary (High School)	\$120,161	\$121,513
Superintendent Salary	\$175,419	\$194,802
Teacher Salaries — Percent of Budget	41.2%	39.9%
Administrative Salaries — Percent of Budget	5%	5.1%

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.



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	
	Alice M. Birney ES
Total Expenditures Per Pupil	\$5,181
Expenditures Per Pupil From Restricted Sources	\$600
Expenditures Per Pupil From Unrestricted Sources	\$4,581
Annual Average Teacher Salary	\$68,554

Financial Data

The financial data displayed in the SARC is from the 2008-09 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.

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
Alice M. Birney ES	\$4,581	\$68,554
El Rancho USD	\$4,383	\$66,949
California	\$5,681	\$66,478
School and District — Percent Difference	+4.3%	+2.3%
School and California — Percent Difference	-24.0%	+3.0%

School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about 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.

All data accurate as of February 2011.

PUBLISHED BY:



www.sia-us.com | 800.487.9234