

Birney Tech Academy

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Birney Tech Academy
Street	8501 Orange Ave.
City, State, Zip	Pico Rivera, CA 90660
Phone Number	(562) 801-7600
Principal	Sandra E. Gallegos
Email Address	sgallegos@erusd.org
School Website	https://be.erusd.org/
Grade Span	K-5
County-District-School (CDS) Code	19645276013304

2024-25 District Contact Information

District Name	El Rancho Unified School District
Phone Number	(562) 801-7310
Superintendent	Marco A. Villegas, Ph.D.
Email Address	marcovillegas@erusd.org
District Website	www.erusd.org

2024-25 School Description and Mission Statement

Welcome to Birney Tech Academy! Nestled in the heart of Pico Rivera, our school thrives within a close-knit community where many of our teachers and classified staff have deep roots—either having grown up here or currently residing in the area. At Birney Tech Academy, we are committed to fostering high academic standards, cultivating a supportive and inclusive learning environment, and inspiring every student to become a lifelong learner.

Our dedicated educators, staff, and families work collaboratively to ensure each child feels valued and supported as they develop the knowledge, skills, and character needed to thrive in a complex, global society. We focus on empowering students

2024-25 School Description and Mission Statement

through rigorous academics while nurturing critical thinking, communication, technological fluency, and cultural awareness.

This year, we are proud to serve 341 students with a dedicated team of 16 teachers, support staff, and parent volunteers who play an essential role in fostering both academic achievement and social development. Our school's strength lies in the collective commitment of our entire learning community to the success and well-being of every child.

Family and Community Partnerships

At Birney Tech Academy, we strongly believe that meaningful family partnerships are key to student success. Parents are invited to actively engage in their child's education, whether by supporting learning at home, volunteering in classrooms, participating in school decision-making processes, or taking on leadership roles. Together, we create a powerful alliance that ensures our students achieve their fullest potential.

Vision and Mission

The district's vision is to inspire learners to thrive in an ever-changing world. The district mission is we create opportunities for growth and success. Our objective is to create a dynamic and challenging learning environment that promotes academic excellence and high expectations. Through a rigorous curriculum, a safe and nurturing school climate, and strong support from parents and community members, we strive to prepare students to become lifelong learners and responsible global citizens.

At Birney Tech Academy, our vision is to lay the foundation for the academic and personal growth of every student. We leverage the latest technological advancements to enhance learning and meet the diverse needs of our student population. Maintaining a safe, disciplined, and inclusive environment is paramount, ensuring that all students have the opportunity to realize their full potential.

Commitment to Student Success

As we look to the future, Birney Tech Academy remains steadfast in its commitment to providing students with the tools and support needed to excel in an ever-changing world. Through innovative teaching practices, community collaboration, and a shared dedication to excellence, we are confident that our students will leave our school well-prepared to face the challenges of tomorrow.

Thank you for being an integral part of our school community. Together, we will continue to inspire greatness in every student at Birney Tech Academy.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	44
Grade 1	60
Grade 2	59
Grade 3	51
Grade 4	54
Grade 5	52
Total Enrollment	341

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50
Non-Binary	0
Hispanic or Latino	98.8
White	1.2
English Learners	17.3
Foster Youth	2.1
Homeless	2.3
Socioeconomically Disadvantaged	86.5
Students with Disabilities	21.4

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.50	91.18	290.90	84.51	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.56	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	20.30	5.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.90	3.48	12115.80	4.41
Unknown/Incomplete/NA	1.50	8.82	19.00	5.52	18854.30	6.86
Total Teaching Positions	17.00	100.00	344.20	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	94.12	288.60	83.37	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	37.80	10.93	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.80	1.69	11953.10	4.28
Unknown/Incomplete/NA	1.00	5.88	10.00	2.89	15831.90	5.67
Total Teaching Positions	17.00	100.00	346.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.50	93.55	251.70	79.48	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.58	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	6.45	35.70	11.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.70	2.46	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	19.60	6.19	14303.80	5.15
Total Teaching Positions	15.50	100.00	316.70	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	6.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other 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.

Year and month in which the data were collected

December, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Ready to Advance CA Edition, Benchmark Education (TK) Adopted 2018 Benchmark Advance CA Edition, Benchmark Education (K-5) Adopted 2018 English Language Development Component, Benchmark Advance (K-5) Adopted 2018	Yes	0%
Mathematics	Go Math! 2015, Houghton Mifflin Harcourt (K-5) Adopted 2017	Yes	0%
Science	California Science, MacMillan/McGraw-Hill (K-5) Adopted 2009	Yes	0%
History-Social Science	History-Social Science for California, Scott Foresman (K-5) Adopted 2009	Yes	0%

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

School Facility Conditions and Planned Improvements

Our campus, originally constructed in 1951, has been well-maintained and updated to create an attractive, functional, and safe environment that supports the educational needs of our students and staff.

Facility Overview

The school features a multipurpose room that serves as both a cafeteria and an auditorium, accommodating a variety of events such as assemblies, performances, and parent meetings. Our outdoor spaces include three dedicated playground areas tailored to preschool/kindergarten, primary, and upper-grade students, as well as a large athletic field that includes two baseball diamonds and a soccer field. These spaces provide students with ample opportunities for physical activity, social interaction, and recreation, which are vital for their overall well-being.

The school library, housing over 4,500 books, serves as a hub for literacy and learning. It is designed to foster a love for reading and research among students of all grade levels.

Technology Integration

Classrooms are equipped with Chromebooks to support digital learning, and all classrooms have reliable Internet access. In addition to classroom devices, all students have access to take-home Chromebooks, ensuring continuity of learning outside of school. The school also provides iPads for hands-on, project-based activities in our Innovation Lab, a space dedicated to fostering creativity, collaboration, and critical thinking through the integration of STEM and technology.

Accessibility and Compliance

All facilities are handicap-accessible, including the stage in the multipurpose room, ensuring that all students, staff, and visitors can navigate the campus with ease. Restrooms for both students and staff have been upgraded to meet current ADA standards, demonstrating our commitment to inclusivity and accessibility.

Maintenance and Cleanliness

The campus is maintained by two full-time custodians who ensure cleanliness and orderliness throughout the school day, with extended hours to address evening cleaning needs. Additionally, a groundskeeper maintains the outdoor areas twice weekly, ensuring the school remains an inviting and safe space for students and staff.

Safety Measures

Student safety is a top priority. The campus operates under a strict closed-campus policy, our campus uses the Raptor Program for all visitors to sign in, and wear visitor badges while on site. Our staff and personnel are trained annually on the school's safety plan, ensuring they are prepared to implement emergency procedures effectively and promptly.

Planned Improvements

To further enhance the educational environment, the school is exploring opportunities for additional upgrades, including expanding the Innovation Lab's resources to incorporate advanced STEM tools, such as 3D printers and robotics kits. We are also evaluating the feasibility of adding shade structures in the playground areas to provide additional protection during outdoor activities.

Supporting Student Learning and Well-Being

The design and upkeep of the school facilities are integral to fostering a productive and positive educational environment. From well-maintained classrooms to outdoor spaces that encourage physical activity, every aspect of our campus is thoughtfully designed to support the academic and personal growth of our students.

For additional information or questions regarding our facilities, please contact Principal, Sandra Gallegos at (562) 801-7600.

Year and month of the most recent FIT report

November, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces		X		Work order requests have been placed to address the peeling paint, cracked formica, and cracked window.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Work order requests have been placed to address the concerns.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Work order requests have been placed to address the concerns.
Safety: Fire Safety, Hazardous Materials	X			Work order requests have been placed to address the concerns.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work order requests have been placed to address the concerns.

Overall Facility Rate

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	36	40	38	38	46	47
Mathematics (grades 3-8 and 11)	33	35	24	26	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	154	154	100.00	0.00	39.61
Female	74	74	100.00	0.00	50.00
Male	80	80	100.00	0.00	30.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	150	150	100.00	0.00	39.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	24	24	100.00	0.00	20.83
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	132	132	100.00	0.00	36.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	45	100.00	0.00	11.11

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	154	154	100.00	0.00	35.06
Female	74	74	100.00	0.00	39.19
Male	80	80	100.00	0.00	31.25
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	150	150	100.00	0.00	34.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	24	24	100.00	0.00	4.17
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--

Socioeconomically Disadvantaged	132	132	100.00	0.00	29.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	45	100.00	0.00	2.22

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	17.02	44.44	21.14	21.93	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	47	47	100.00	0.00	42.55
Female	21	21	100.00	0.00	33.33
Male	26	26	100.00	0.00	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	46	46	100.00	0.00	41.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	39	100.00	0.00	43.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

At Birney Tech Academy, we are dedicated to providing every student with the tools and opportunities they need to reach their full potential. We believe that achieving these goals requires a strong partnership with parents and guardians, who play a vital role in their child's educational journey. By working together, we can create a collaborative learning environment that supports success for all students.

To foster this partnership, Birney offers a variety of opportunities for parents and guardians to get involved:

- School Site Council (SSC): Parents/Guardians participate in school decision-making and budget discussions.
- Birney Dads Club: Families join in supporting school activities and events, such as Lunch with Someone Special, Fall Carnival, Movie Nights, Family Game Nights, Color Run.
- English Learner Advisory Committee (ELAC): Parents/Guardians participate in addressing the needs of English Learners.
- Parent Education Workshops and Meetings: Attend sessions such as the Title I Parent Meeting and Family Nights to stay informed and engaged in school programs.
- Parent Volunteer Program: Share your time and talents to support classroom activities, events(Lunch with Someone Special, Fall Carnival, Movie Nights, Family Game Nights, Color Run, field trips) and other school initiatives.
- Special Events and Celebrations: Take part in events like Back-to-School Night, Parent Conferences, Award Assemblies, and Family Workshops/Nights(Mental Health & Wellness Workshops, Lunch with Someone Special, Fall Carnival, Movie Nights, Family Game Nights, Color Run) to stay connected to your child's education.

We encourage all parents/guardians to take advantage of these opportunities to strengthen our school community and enhance the learning experience for every child. For more information about how to get involved, please contact Principal, Sandra Gallegos at (562) 801-7600.

Together, we can make a difference!

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	358	354	80	22.6
Female	174	172	36	20.9
Male	184	182	44	24.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	352	349	78	22.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	62	62	17	27.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	311	307	76	24.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	89	89	28	31.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.56	0.89	0.56	3.45	5.18	5.55	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.09	0.1	0.08	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.56	0.00
Female	0.00	0.00
Male	1.09	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.57	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.12	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Our School Safety Plan is reviewed and updated each year. The School Safety Plan was last reviewed August 15, 2024. The Plan is located in the school office. The plan includes procedures for disaster drills, distance learning, crime reporting, medication administration, child abuse reporting, schoolwide dress codes, and rules and procedures for school discipline. To

2024-25 School Safety Plan

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, using the Raptor System 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 supervisor is in the cafeteria. During recess, there are also at least two staff on yard duty per playground. At lunch and lunch recess, noon aides supervise the cafeteria and playground.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	1	
1	23		2	
2	23	1	1	
3	21	1	1	
4	23		2	
5	19	1	3	
Other	10	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	
1	22		2	
2	22	1	1	
3	24		2	
4	29		1	
5	29		1	
Other	13	3	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	27		2	
2	23		2	
3	24		2	
4	30		1	
5	28		1	
Other	16	3	1	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,377.34	\$379.76	\$4,997.58	\$108,620.02
District	N/A	N/A	\$9,547.84	\$94,324
Percent Difference - School Site and District	N/A	N/A	-62.6	14.1
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-73.2	13.7

Fiscal Year 2023-24 Types of Services Funded

Our school is committed to providing comprehensive programs and services to meet the diverse academic, social, and emotional needs of our students. These initiatives are designed to enhance student achievement, promote well-being, and create a vibrant, inclusive learning environment. Below is an expanded overview of the programs and services available at our school and within the district:

Academic Support Services

- **After-School Tutoring:** Small group and individualized instruction in core subjects, such as mathematics and language arts, to help students meet grade-level standards.
- **Independent Studies Program:** A flexible learning option for students requiring an alternative instructional approach, allowing them to learn at their own pace while meeting academic goals.
- **English Learner (ELPAC) Academy:** Targeted programs focusing on English learners, offering additional support to develop language proficiency and academic skills, including preparation for the English Language Proficiency Assessments for California (ELPAC).
- **Extended Day Kindergarten & Transitional Kindergarten:** Developmentally appropriate programs designed to prepare younger students for future academic success through foundational skills, hands-on learning, and social-emotional development.

Curriculum and Instruction

- **Language Arts and Mathematics Cadres:** Dedicated teacher teams focusing on developing and sharing best practices to improve literacy and math instruction across all grade levels.
- **Science and Visual/Performing Arts Curriculum Councils Committees** that guide the integration of STEAM (Science, Technology, Engineering, Arts, and Math) initiatives and ensure that creative arts remain a vibrant part of the curriculum.
- **Next Generation Science Standards (NGSS) Support Training** and resources provided to teachers to implement NGSS-aligned lessons, fostering inquiry-based and hands-on science learning.

Technology Initiatives

- **Digital Learning Coach (DLC):** On-site technology expert who assist teachers with integrating digital tools into lessons, ensuring students gain critical 21st-century skills.
- **1:1 Technology Program:** Provision of Chromebooks or tablets for all students, enabling access to digital resources, online learning platforms, and personalized instruction.
- **Technology Training for Teachers:** Ongoing professional development in the use of educational software and tools, including Benchmark Universe, Go Math!, and other digital platforms.

Student Well-Being and Behavioral Support

Fiscal Year 2023-24 Types of Services Funded

- Positive Behavioral Interventions and Supports (PBIS): A school-wide framework aimed at fostering a positive school culture, promoting good behavior, and addressing the social-emotional needs of students.
- Think Together Extended Learning Program: A structured after-school program that offers academic support, enrichment activities, and recreational opportunities, creating a safe and engaging environment for students.

Assessment and Data-Driven Instruction

- Interim Assessments: Regularly scheduled assessments to monitor student progress and identify areas for targeted intervention.
- Teacher Collaboration and Data Analysis Time: Dedicated time for teachers to review student data, refine instructional practices, and develop strategies to address individual learning needs.
- Local screeners- STAR Reading and Math Assessment
- ELD Interims

Professional Development for Educators

- Universal Design for Learning (UDL) Training: Professional development aimed at equipping teachers with strategies to make lessons accessible to all learners, regardless of ability or background.
- Benchmark Universe and Go Math! Training: Additional training sessions to ensure teachers are effectively using these curricular resources to meet diverse student needs.
- Release Time for Lesson Planning: Allocated time for teachers to collaborate, design standards-aligned lessons, and share best practices to enhance instruction.

Extracurricular and Enrichment Opportunities

- Visual and Performing Arts Programs: Students have opportunities to participate in art, music, drama, and dance, promoting creativity and self-expression.
- STEM and Robotics Clubs: After-school clubs focused on science, technology, engineering, and mathematics, encouraging problem-solving and teamwork.

Counseling and Emotional Support Services

- On-Site Counseling Resources: Professional school counselors provide individual and group sessions to address social-emotional challenges and help students navigate personal and academic concerns.
- Social-Emotional Learning (SEL): Curriculum embedded in daily lessons to teach skills such as empathy, resilience, and conflict resolution.

These funded services collectively support the holistic development of our students, ensuring they are equipped to achieve their academic goals, develop positive social skills, and prepare for future success. By investing in these programs and resources, we strive to create a dynamic and inclusive school environment that meets the needs of every learner.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,153	\$58,855
Mid-Range Teacher Salary	\$88,149	\$92,519
Highest Teacher Salary	\$118,132	\$114,665
Average Principal Salary (Elementary)	\$150,110	\$142,791
Average Principal Salary (Middle)	\$152,039	\$151,078
Average Principal Salary (High)	\$163,405	\$167,094
Superintendent Salary	\$240,000	\$281,086
Percent of Budget for Teacher Salaries	28.98	30.99
Percent of Budget for Administrative Salaries	4.44	5.37

Professional Development

Our school and district are committed to providing robust professional learning opportunities for administrators, teachers, and support staff to enhance instructional practices, improve student outcomes, and meet organizational goals. These opportunities are designed to align with identified priorities based on data analysis and address key areas of student and staff needs.

Focus Areas of Professional Development

Professional development at our school emphasizes the following focus areas:

- **Instructional Strategies:** Training in effective whole-group and small-group differentiated instruction to support diverse learners. This includes specific emphasis on developing literacy skills, such as phonics and reading comprehension, and mathematical problem-solving aligned with the Standards for Mathematical Practice.
- **Support for English Learners and Special Populations:** Workshops and coaching focused on strategies for English language development (ELD) and inclusive practices for students with special needs, ensuring all students can access and thrive within the curriculum.
- **Universal Design for Learning (UDL):** Training to help educators design flexible learning environments and instructional methods that accommodate all learners.
- **Technology Integration*** With support from Digital Learning Coaches (DLC), teachers receive training on integrating technology tools, such as Chromebooks, interactive whiteboards, and educational software, to create dynamic, engaging lessons.
- **Social-Emotional Learning (SEL):** Professional learning to help staff incorporate SEL practices into daily instruction and classroom management, promoting positive student behavior and emotional well-being.
- **Data-Driven Instruction:** Training to develop data literacy skills, including analyzing assessment results to inform instructional decisions and interventions for improved student performance.

Formats and Frequency

Professional development is delivered in multiple formats to cater to different learning needs and schedules:

- **Weekly Collaboration Time:** The early release/late start schedule provides educators with dedicated time each week for peer collaboration, lesson planning, and data analysis.
- **Districtwide Pupil-Free Days:** Five designated professional development days built into the academic calendar allow for in-depth training on district initiatives and curriculum updates.
- **In-Class Coaching.** Teachers receive ongoing support through instructional coaching, including demonstration lessons and real-time feedback.
- **Workshops and Conferences:** Educators can participate in in-person or virtual workshops and attend conferences to learn from experts in the field.
- **Peer Assistance and Review (PAR):** Veteran teachers can access personalized support to refine their teaching practices, while beginning teachers participate in the Beginning Teacher Support and Assessment (BTSA) program.

Professional Development

Alignment with School and District Goals

Professional development is intentionally aligned with instructional priorities identified through data analysis and stakeholder input. For example:

- At the elementary level, professional learning focuses on strengthening language arts instruction through targeted support for whole-group and small-group reading strategies and designated ELD sessions.
- Mathematics professional development emphasizes problem-solving, modeling, and data interpretation skills to align with state standards.

Impact on Teaching Practices and Student Outcomes

The combination of data-driven professional learning, collaborative planning time, and in-class coaching ensures that educators are well-equipped to implement effective instructional strategies. As a result:

- Teachers are better able to differentiate instruction and address the diverse needs of their students.
- Technology is seamlessly integrated into classrooms, enriching student engagement and learning.
- Social-emotional learning practices are embedded into daily instruction, fostering a positive school culture.
- Data analysis informs timely interventions and adjustments to instruction, supporting improved student achievement.

Our professional development programs exemplify our commitment to continuous improvement and equipping educators with the tools they need to inspire and engage all learners. By investing in staff development, we enhance the educational experience for every student at our school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40