

Redondo Beach Unified School District

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Dr. Steven Keller

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RBUSD

Mission Statement

We, in the Redondo Beach Unified School District, are dedicated to providing every student with the knowledge and skills necessary to succeed in a global society, today, and in the future.

1401 Inglewood Avenue
Redondo Beach, CA 90278
310-379-5449
www.rbusd.org

School Description and Mission Statement

Birney Elementary School is one of the smallest elementary schools in Redondo Beach and home to a dedicated faculty, supportive parents and enthusiastic students. This year marks 54 years of educational excellence. Students receive a rigorous, standards-based education driven by individual need and high expectations for all. Teachers provide high-quality educational experiences for all students to help them reach their full potential.

Our teachers participate in Growing Educators, a coaching model that supports the teaching of reading and writing instruction. Teachers meet 1:1 or in grade levels with a coach who demonstrates lessons, co-teaches and helps plan instruction. Through our signature programs, Reader's and Writer's Workshop, instruction is differentiated, and individual student needs are addressed within the classroom. This approach to teaching ensures a balanced literacy program is being provided that includes reading, writing, listening and speaking.

As we strive to develop critically thinking, 21st century learners, all students receive instruction in the computer lab where they learn keyboarding skills, word processing, PowerPoint, and safe and responsible Internet navigation.

Our Learning Center provides additional support for students in the areas of reading comprehension, writing, grammar, phonics instruction and mathematics. Additional programs Birney has to meet the special needs of students including GATE; the services of Title I aides; the Student Success Team; English Language Learners support; Speech and Language support; and a school-based counseling program.

At Birney Elementary School, we are dedicated to ensuring our students receive an exceptional educational experience, realize their potential and develop into caring, responsible citizens.

Mission Statement

Each student at Birney Elementary School will experience a diverse and challenging curriculum in a safe and supportive environment in preparation for life-long learning and success.

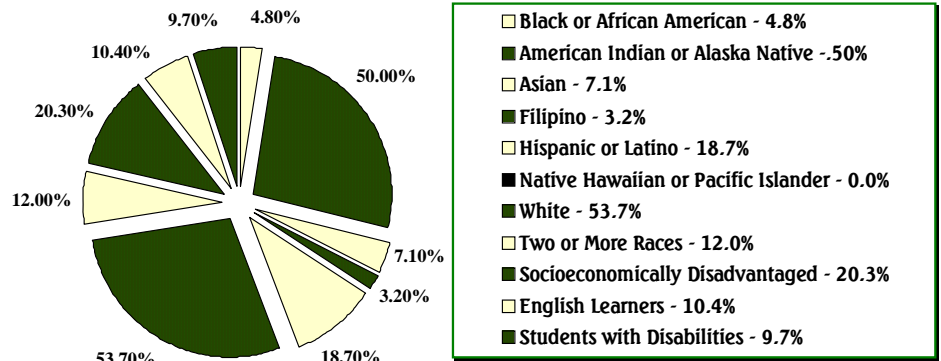
Opportunities for Parental Involvement

Birney has a supportive community, an active PTA and a School Site Council that works closely with faculty to provide a safe, supportive and welcoming environment for all students. Parent volunteers provide extensive support in classrooms and in the planning of special programs and events such as Hands-on-Art, Hand-on-Science, the school's annual Career Day and family nights. They also support the school's participation in LiveWell Kids, a childhood obesity prevention program sponsored by the Beach Cities Health District. Birney is fortunate to be well-supported by a school community that recognizes the benefits of school and home working in unison towards a shared goal of educating the whole child.

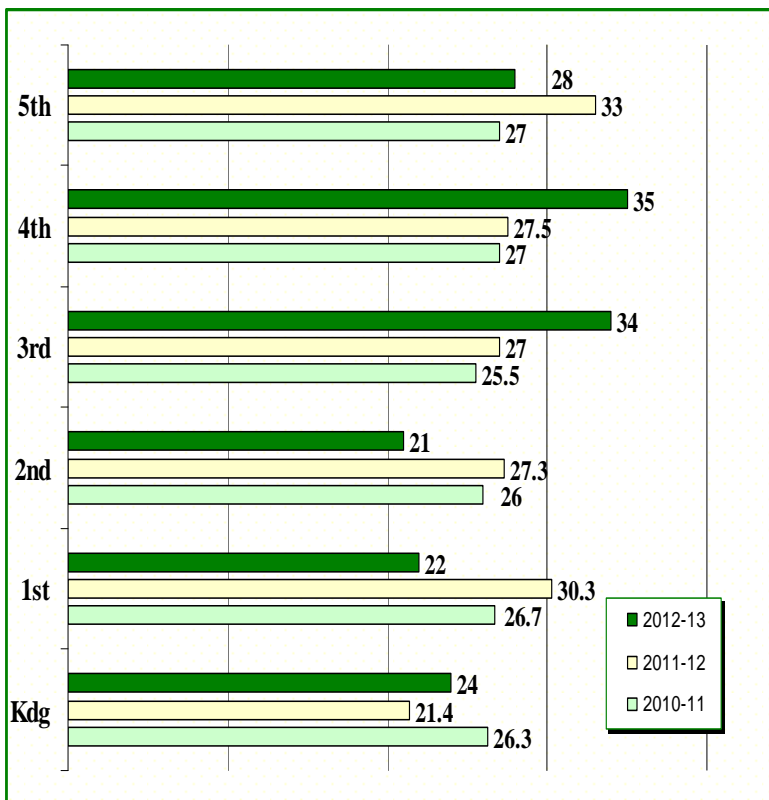
Student Enrollment by Grade Level (2012-13)

| | |
|-----------------|------------|
| Kdg | 72 |
| 1 st | 86 |
| 2 nd | 85 |
| 3 rd | 67 |
| 4 th | 69 |
| 5 th | 55 |
| Total | 434 |

Student Enrollment by Subgroup (2012-13)



Average Class Size



Class Size Distribution

| Yr. | Grade Level | Number of Classes | | |
|---------|-------------|-------------------|-------|-----|
| | | 1-20 | 21-32 | 33+ |
| 2010-11 | K | | 3 | |
| | 1 | | 3 | |
| | 2 | | 2 | |
| | 3 | | 2 | |
| | 4 | | 2 | |
| 2011-12 | 5 | | 3 | |
| | K | 3 | 2 | |
| | 1 | | 3 | |
| | 2 | | 3 | |
| | 3 | | 2 | |
| 2012-13 | 4 | | 2 | |
| | 5 | | | 2 |
| | K | | 3 | |
| | 1 | 1 | 3 | |
| | 2 | 1 | 3 | |
| | 3 | | 2 | |
| | 4 | | 2 | |
| | 5 | | 2 | |

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions at the school and district levels for the most recent three-year period.

| RATE | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Suspensions | 0.25 | 0 | 0 | 4.12 | 2.7 | 2.8 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.11 | .08 | .07 |

School Safety Plan

School safety is of the highest priority at Birney, and the staff and school community have developed a comprehensive safety plan that encompasses all aspects of school safety. The plan is reviewed, updated and approved by the School Site Council each year. Fire and emergency preparedness drills are conducted monthly in order to test and refine policies and procedures. All school sites and the District office have completed emergency plans that are aligned with the State Emergency Management System (SEMS). The plans link communication, resources, services, and facilities in up-to-date-systems of response.

School Facility Conditions and Planned Improvements

Improvements from Measure C included modernizing classrooms and improving the school's infrastructure. Classroom improvements included the installation of multiple data ports, carpets, tackable surfaces, cabinets, sinks, drinking fountains and blinds. Modernization of Birney's infrastructure included a data phone system, a public address system, fire alarms and smoke detectors. Student bathrooms were updated with tile and plumbing and wrought iron fencing and gates were erected around the school's perimeter. The most recent improvement to Birney included construction of new kindergarten classrooms and the renovation of the administration building. Birney is currently under construction, and the completed project will include additional new classrooms, a student restroom and energy-saving solar shade structures.

School Facility Good Repair Status (School Year 2013-14)

| Items Inspected | Repair Status | | | Repairs Needed and Action |
|-------------------------------------------------------------------------|---------------|------|------|---------------------------|
| | Good | Fair | Poor | Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | ✓ | | | |
| Interior: Interior Surfaces | ✓ | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | ✓ | | | |
| Electrical: Electrical | ✓ | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | ✓ | | | |
| Safety: Fire Safety, Hazardous Materials | ✓ | | | |
| Structural: Structural Damage, Roofs | ✓ | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | ✓ | | | |

| | |
|------------------------------------------------------|------------------|
| Overall Facility Rating (School Year 2012-13) | Exemplary |
|------------------------------------------------------|------------------|

TEACHERS

Teacher Credentials

This table displays the number of teachers with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

| Teachers | School | | | District |
|----------------------------------------------------|-----------|-----------|-----------|------------|
| | 2010-11 | 2011-12 | 2012-13 | 2012-13 |
| With Full Credential | 18 | 20 | 19 | 376 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | 0 |

**Support Staff
(School Year 2012-13)**

The following is a list of support staff their fulltime equivalent. The average number of students per Academic Counselor is 434.

| | |
|------------------------------------------------|------------|
| Academic Counselor | .60 |
| Librarian | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Health Aide | |
| Speech/Language/ Hearing Specialist | |
| Resource Specialist (non-teaching) | |

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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Indicator | 2011-12 | 2012-13 | 2013-14 |
|-------------------------------------------------------|----------|----------|----------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

This table displays the % of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------------|----------------------------------------------|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 100% | 0% |
| All Schools in District | 100% | 0% |
| High-Poverty Schools in | 100% | 0% |
| Low-Poverty Schools in District | 100% | 0% |

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

Professional Development (School Year 2012-13)

At Birney Elementary School, ongoing professional development opportunities are provided its teachers based on a multitude of factors including, but not limited to, student assessment and performance data; the instructional and developmental needs of students; the developmental needs of teachers and support staff; and the Single Plan for Student Achievement.

Birney teachers participate in Growing Educators, a coaching model that provides support and 1:1 coaching to teachers in reading and writing instruction. Additionally, with the current adoption of the Common Core State Standards, the District and school are utilizing a train-the-trainer model to ensure our teachers are developing a firm understanding of the CCSS, and are well-versed in instructional practices and assessments that are aligned to them.

Based on their work with students with special needs, the SELPA also provides many professional development opportunities from which general education and RSP teachers may choose.

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, and Availability of Textbooks and Instructional Materials (2013-14)

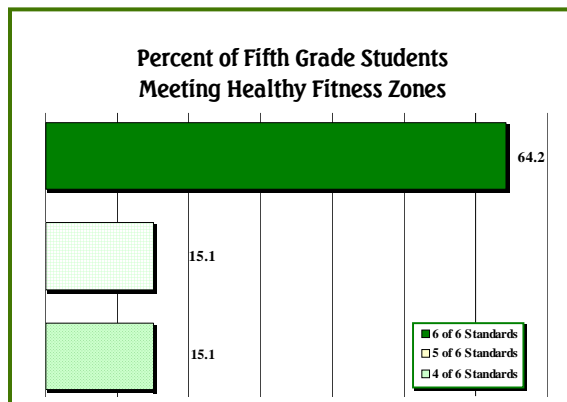
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. This information was received and approved by the Board of Education on September 24, 2013.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | % of Pupils Who Lack Their Own Assigned Textbooks & Instructional Materials |
|-------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Reading/Language Arts | K-5 Houghton Mifflin Reading | 0% |
| Mathematics | K-5 Houghton Mifflin Math | 0% |
| Science | K-5 Houghton Mifflin Science | 0% |
| History-Social Science | K-5 Harcourt Social Studies | 0% |

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period.

Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page.



STUDENT PERFORMANCE

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). *Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.*

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language | 78 | 85 | 78 | 74 | 78 | 78 | 54 | 56 | 55 |
| Mathematics | 79 | 85 | 89 | 67 | 69 | 67 | 50 | 51 | 50 |
| Science | 83 | 87 | 90 | 82 | 84 | 82 | 57 | 60 | 59 |
| History-Social Science | n/a | n/a | n/a | 70 | 72 | 74 | 48 | 49 | 49 |

Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level for the most recent testing period. *Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.*

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|-----------------------------------------------|-------------------------------------------------------|-------------|---------|------------------------|
| | English Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 78 | 67 | 82 | 74 |
| All Students at the School | 78 | 89 | 90 | n/a |
| Male | 76 | 91 | 90 | n/a |
| Female | 80 | 87 | 90 | n/a |
| Black or African American | 84 | 95 | n/a | n/a |
| American Indian or Alaska Native | n/a | n/a | n/a | n/a |
| Asian | 93 | 100 | n/a | n/a |
| Filipino | n/a | n/a | n/a | n/a |
| Hispanic or Latino | 71 | 82 | 91 | n/a |
| Native Hawaiian or Pacific Islander | n/a | n/a | n/a | n/a |
| White | 82 | 90 | 93 | n/a |
| Two or More Races | 71 | 81 | n/a | n/a |
| Socioeconomically Disadvantaged | 65 | 79 | 85 | n/a |
| English Learners | 50 | 94 | n/a | n/a |
| Students with Disabilities | 61 | 77 | n/a | n/a |
| Students Receiving Migrant Education Services | n/a | n/a | n/a | n/a |

ACCOUNTABILITY

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks

The statewide API rank ranges from one (lowest) to ten (highest). The schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of one means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Ranks - Three-Year Comparison

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|------------------------|----------|-----------|-----------|
| Statewide | 9 | 10 | 10 |
| Similar Schools | 9 | 10 | 10 |

Academic Performance Index

| Growth by Student Group Three-Year Comparison | Group | Actual API Change | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-------------------|-----------|------------|
| | | 2010-11 | 2011-12 | 2012-13 |
| This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: “N/D” means that no data were available to the CDE or LEA to report. | All Students at the School | 26 | 23 | -11 |
| | Black or African American | | | |
| | American Indian or Alaska Native | | | |
| | Asian | | | |
| | Filipino | | | |
| | Hispanic or Latino | | | -15 |
| | Native Hawaiian or Pacific Islander | | | |
| | White | 17 | 24 | -5 |
| | Two or More Races | | | |
| | Socioeconomically Disadvantaged | 33 | 5 | 9 |
| | English Learners | | | |
| Students with Disabilities | | | | |

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

| Group | Number of Students | School | Number of Students | LEA | Number of Students | State |
|--------------------------------------------|--------------------|--------|--------------------|-----|--------------------|-------|
| All Students at the School | 266 | 916 | 6,442 | 887 | 4,655,989 | 790 |
| Black or African American | 19 | 902 | 436 | 826 | 296,463 | 708 |
| American Indian or Alaska Native | 1 | | 31 | 835 | 30,394 | 743 |
| Asian | 20 | 954 | 739 | 939 | 406,527 | 906 |
| Filipino | 9 | | 179 | 919 | 121,054 | 867 |
| Hispanic or Latino | 52 | 882 | 1,458 | 830 | 2,438,951 | 744 |
| Native Hawaiian or Pacific Islander | 0 | | 62 | 871 | 25,351 | 774 |
| White | 144 | 932 | 3,262 | 908 | 1,200,127 | 853 |
| Two or More Races | 21 | 887 | 275 | 892 | 125,025 | 824 |
| Socioeconomically Disadvantaged | 78 | 877 | 1,492 | 824 | 2,774,640 | 743 |
| English Learners | 31 | 908 | 613 | 805 | 1,482,316 | 721 |
| Students with Disabilities | 45 | 855 | 819 | 750 | 527,476 | 615 |

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
 - Percent proficient on the state's standards-based assessments in ELA and mathematics
 - API as an additional indicator
 - Graduation rate (for secondary schools)
- Detailed information about AYP can be found on the CDE Adequate Yearly Progress (AYP) Web page.

| AYP Overall and by Criteria (School Year 2012-13) | School | District |
|-------------------------------------------------------|--------|----------|
| Made AYP Overall | Yes | No |
| Met Participation Rate - English-Language Arts | Yes | Yes |
| Met Participation Rate - Mathematics | Yes | Yes |
| Met Percent Proficient - English-Language Arts | No | No |
| Met Percent Proficient - Mathematics | Yes | No |
| Met API Criteria | Yes | Yes |
| Met Graduation Rate | N/A | Yes |

“Yes” Met 2012 AYP Criteria “No” Did not Meet 2012 AYP Criteria

Federal Intervention Program (2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|------------------------------------------------------------|------------------|----------------|
| Program Improvement Status | Not In PI | In PI |
| First Year of Program Improvement | | 2013-14 |
| Year in Program Improvement | | Year 1 |
| Number of Schools Currently in Program Improvement | | 2 |
| Percent of Schools Currently in Program Improvement | | 50.0% |

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

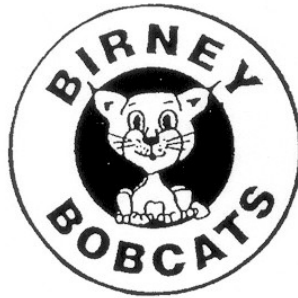
The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---------------------------------------------|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | 7752.74 | 2604.36 | 5148.39 | 65140.37 |
| District | | | 5361.19 | 71,706 |
| Percent Difference School Site and District | | | -4.0% | -7.0% |
| State | | | 5,537 | 67,106 |
| Percent Difference School Site and State | | | -9.2% | -4.2% |

Teacher and Administrative Salaries (Fiscal Year 2011-12)

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. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits Web page](#)

| Category | District Amount | State Average For Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$47,290 | \$40,928 |
| Mid-Range Teacher Salary | \$70,589 | \$64,449 |
| Highest Teacher Salary | \$84,914 | \$82,826 |
| Average Principal Salary (Elementary) | \$102,682 | \$102,640 |
| Average Principal Salary (Middle) | \$107,964 | \$109,253 |
| Average Principal Salary (High) | \$114,058 | \$118,527 |
| Superintendent Salary | \$239,658 | \$183,968 |
| Percent of Budget for Teacher Salaries | 43.0% | 40.0% |
| Percent of Budget for Administrative Salaries | 5.0% | 6.0% |



Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#). For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).