

Birney Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Mira Baskaron

Principal, Birney Elementary

About Our School

Contact

*Birney Elementary
1600 Green Ln.
Redondo Beach, CA 90278-3656*

*Phone: 310-798-8626
E-mail: mbaskaron@rbusd.org*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Redondo Beach Unified
Phone Number	(310) 379-5449
Superintendent	Dr. Steven Keller
E-mail Address	skeller@rbusd.org
Web Site	http://www.rbusd.org

School Contact Information (School Year 2016-17)	
School Name	Birney Elementary
Street	1600 Green Ln.
City, State, Zip	Redondo Beach, Ca, 90278-3656
Phone Number	310-798-8626
Principal	Mira Baskaron
E-mail Address	mbaskaron@rbusd.org
Web Site	http://birney.rbusd.org
County-District-School (CDS) Code	19753416022032

Last updated: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

Birney Elementary School is the smallest elementary school in Redondo Beach and home to a dedicated faculty, supportive parents and enthusiastic students. This year marks 57 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.

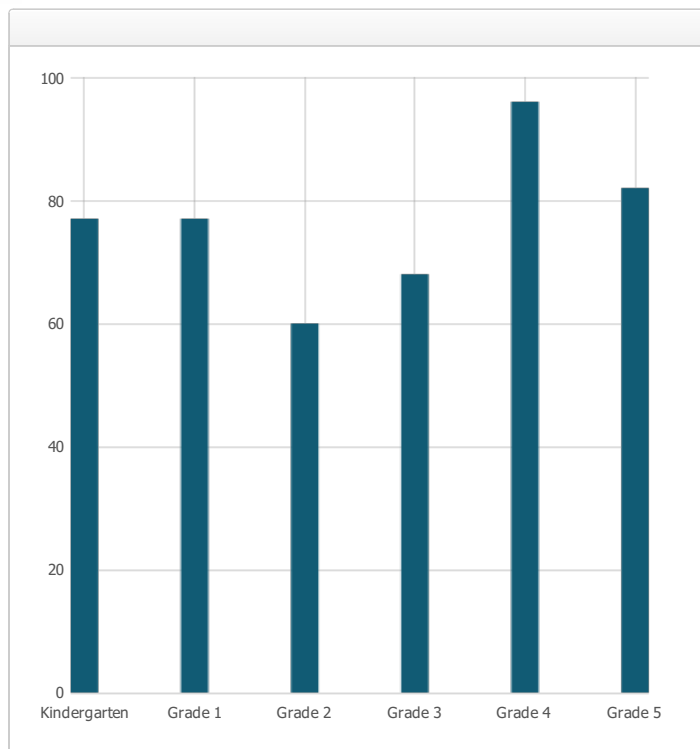
Through our signature programs, Reader's and Writer's Workshop, instruction is differentiated, and individual student needs are addressed within the classroom. This approach to teaching ensures a balanced literacy program is being provided that includes reading, writing, listening and speaking. Additionally, Cognitively Guided Instruction (CGI) is utilized as an inquiry-based approach in classrooms to promote and support students within their mathematical thinking and development.

Our one on one technology implementation has allowed us to develop students' critically thinking, 21st-century learners. All students receive instruction in the classrooms where they learn keyboarding skills, word processing, PowerPoint, and safe 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. 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.

Last updated: 1/31/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	77
Grade 1	77
Grade 2	60
Grade 3	68
Grade 4	96
Grade 5	82
Total Enrollment	460



Last updated: 1/31/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.3 %
American Indian or Alaska Native	0.2 %
Asian	7.8 %
Filipino	2.0 %
Hispanic or Latino	22.0 %
Native Hawaiian or Pacific Islander	0.2 %
White	50.2 %
Two or More Races	14.3 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	16.1 %
English Learners	7.2 %
Students with Disabilities	12.2 %
Foster Youth	0.2 %

Last updated: 1/31/2017

A. Conditions of Learning

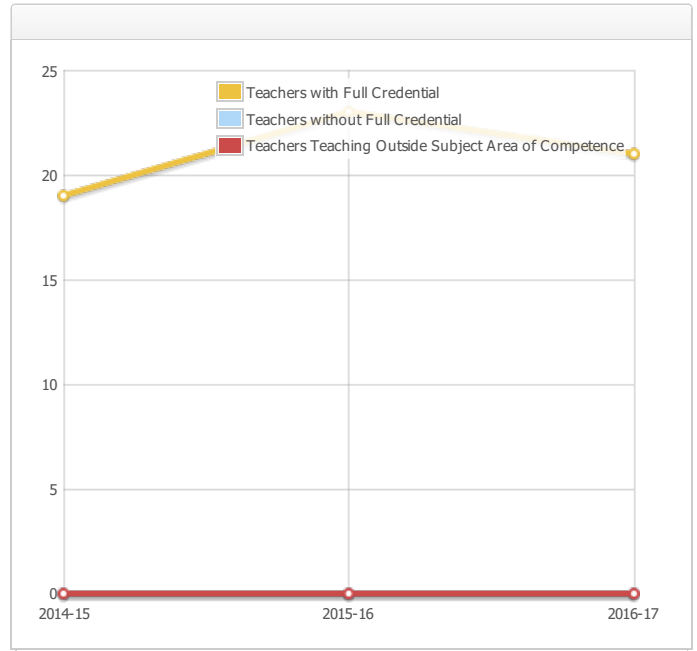
State Priority: Basic

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

Teacher Credentials

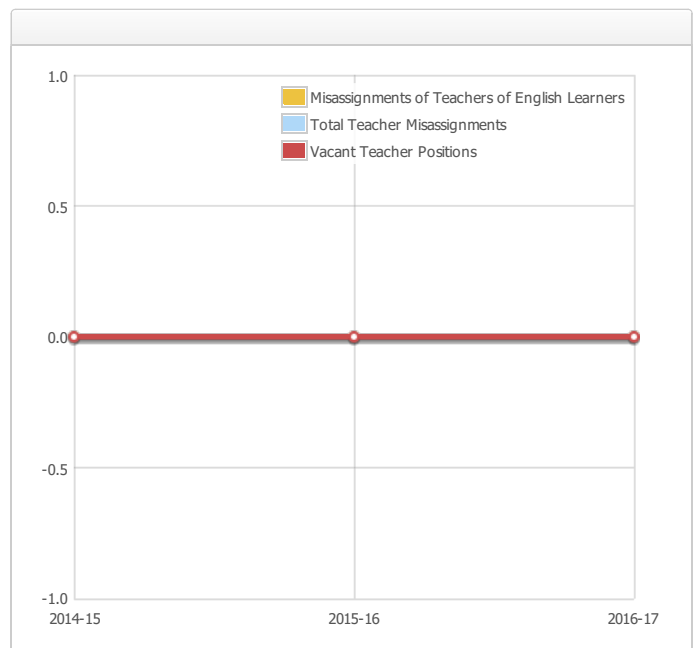
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	23	21	432
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/27/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 1/27/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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.

Last updated: 1/27/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin Reading	Yes	0.0 %
Mathematics	K-5 Houghton Mifflin Go Math!	Yes	0.0 %
Science	K-5 Houghton Mifflin Science	Yes	0.0 %
History-Social Science	K-5 Harcourt Social Studies	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2017

School Facility Conditions and Planned Improvements

Improvements for the 2016-17 school year include:

- 6 new classroom building take place of 4 modular buildings.
- Added shade structures to kindergarten play ground.
- Updated restrooms in kinder to current ADA requirements.
- Upgrade Bogan PA (2015)
- New fire alarm system (2015)

Last updated: 1/27/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Good
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Last updated: 1/27/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	64.0%	73.0%	68.0%	73.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	55.0%	69.0%	56.0%	61.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	69	100.0%	78.3%
Male	37	37	100.0%	81.1%
Female	32	32	100.0%	75.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	73.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100.0%	77.4%
Two or More Races	11	11	100.0%	81.8%
Socioeconomically Disadvantaged	14	14	100.0%	71.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/20/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	91	97.9%	70.3%
Male	47	46	97.9%	69.6%
Female	46	45	97.8%	71.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	19	100.0%	63.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	40	100.0%	80.0%
Two or More Races	19	18	94.7%	72.2%
Socioeconomically Disadvantaged	15	14	93.3%	64.3%
English Learners	--	--	--	--
Students with Disabilities	13	13	100.0%	61.5%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/20/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	79	97.5%	72.2%
Male	41	40	97.6%	72.5%
Female	40	39	97.5%	71.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20	20	100.0%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	41	40	97.6%	87.5%
Two or More Races	12	12	100.0%	58.3%
Socioeconomically Disadvantaged	15	15	100.0%	40.0%
English Learners	--	--	--	--
Students with Disabilities	14	13	92.9%	61.5%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/20/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	69	100.0%	84.1%
Male	37	37	100.0%	94.6%
Female	32	32	100.0%	71.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	66.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100.0%	90.3%
Two or More Races	11	11	100.0%	81.8%
Socioeconomically Disadvantaged	14	14	100.0%	64.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/20/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	91	97.9%	69.2%
Male	47	46	97.9%	76.1%
Female	46	45	97.8%	62.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	19	100.0%	47.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	40	100.0%	77.5%
Two or More Races	19	18	94.7%	83.3%
Socioeconomically Disadvantaged	15	14	93.3%	35.7%
English Learners	--	--	--	--
Students with Disabilities	13	13	100.0%	38.5%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/20/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	79	97.5%	57.0%
Male	41	40	97.6%	62.5%
Female	40	39	97.5%	51.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20	20	100.0%	25.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	41	40	97.6%	72.5%
Two or More Races	12	12	100.0%	58.3%
Socioeconomically Disadvantaged	15	15	100.0%	20.0%
English Learners	--	--	--	--
Students with Disabilities	14	13	92.9%	53.9%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/20/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	93.0%	80.0%	77.0%	83.0%	79.0%	81.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Last updated: 1/20/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	81	79	97.5%	77.2%
Male	41	40	97.6%	75.0%
Female	40	39	97.5%	79.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20	20	100.0%	55.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	41	40	97.6%	92.5%
Two or More Races	12	12	100.0%	66.7%
Socioeconomically Disadvantaged	15	15	100.0%	46.7%
English Learners	--	--	--	--
Students with Disabilities	14	13	92.9%	69.2%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Last updated: 1/20/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.7%	25.3%	49.4%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Bimey 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. Through this partnership, opportunities to act as garden or nutrition docents have provided parents the opportunity to be involved in their child's education and school. Bimey 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.

State Priority: Pupil Engagement

Last updated: 1/31/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

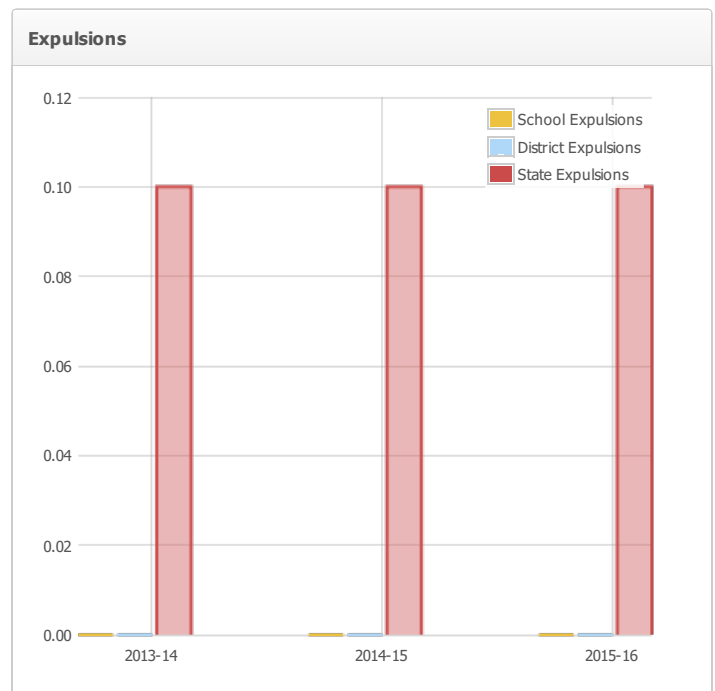
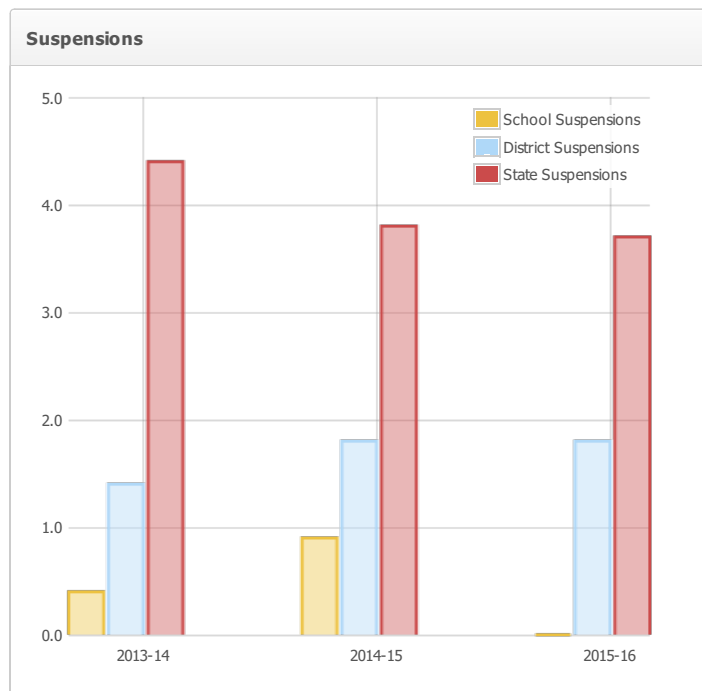
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.4	0.9	0.0	1.4	1.8	1.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/20/2017

School Safety Plan (School Year 2016-17)

The Redondo Beach Unified School District has developed Comprehensive School Safety Plans and coordinated school crisis response procedures in partnership with law enforcement and emergency response organizations. The Comprehensive School Safety Plans meet the requirements of the annual Safety Plan Process under California SB 187. As stated in SB 187, school safety plans are updated annually with participation from staff and additional stakeholders in a School Site Council.

District schools have also developed a "Grab and Go" guide to supplement the Comprehensive School Safety Plans. The Grab and Go guides detail teacher and staff procedures in an actual emergency, in addition to site emergency response teams.

Last updated: 1/31/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	16.7%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	1	2	0	24.0	0	3	0	23.0	0	4	0
1	27.0	0	3	0	21.0	1	2	0	23.4	0	4	0
2	25.0	0	3	0	25.0	0	3	0	25.0	0	3	0
3	25.0	0	4	0	24.0	0	4	0	24.4	0	3	0
4	33.0	0	1	1	27.0	0	3	0	27.2	0	3	0
5	33.0	0	1	1	31.0	0	2	0	31.3	0	3	0
6	0.0	0	0	0	0.0	0	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.7	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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.

Last updated: 1/31/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7769.1	\$2694.1	\$5075.0	\$71080.3
District	N/A	N/A	\$5279.4	\$72814.0
Percent Difference – School Site and District	--	--	-3.9%	-2.4%
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	--	--	-5.1%	2.6%

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

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

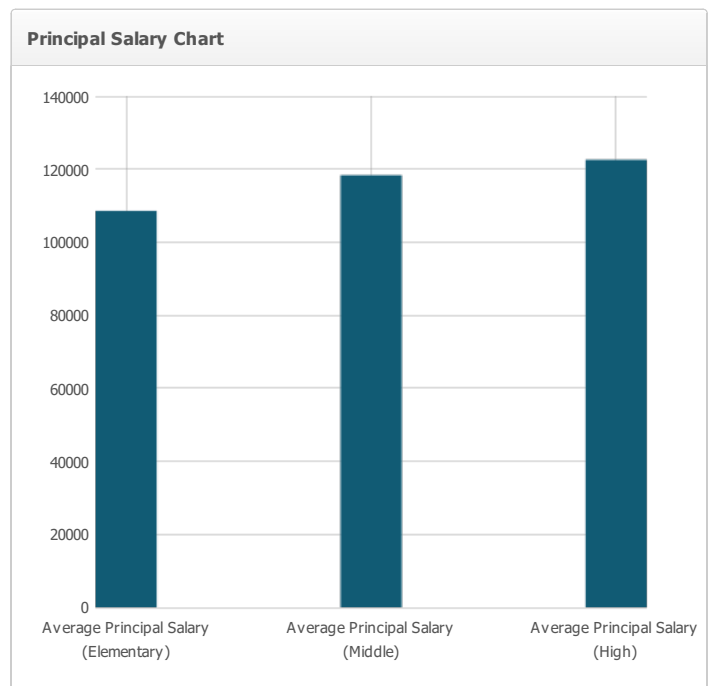
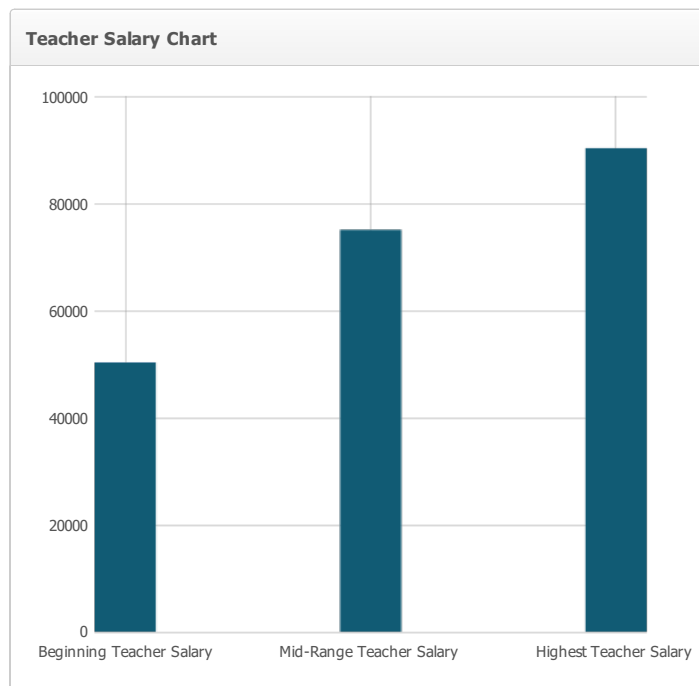
Bimey utilizes the Base Funding to support students in a number of ways including: in and out of school professional development opportunities for teachers, various instructional materials, weekly student study team opportunities, educator conference attendance, student incentives for achievement, field trips, resources for classroom and school libraries, math and ELA family nights, parents and staff workshops, and physical education equipment. Bimey utilizes its LCFF Supplemental Funding to support students in a number of ways including: ongoing staff professional development through a consulting group, instructional aide for intervention support, instructional materials to support ELA and mathematics instruction, and math interactive software. As a targeted Title I school, Bimey fortunately has the resources to provide support to identified groups in the form of Fast ForWord, a language and reading intervention program, in-class instructional aides who offer small group and 1:1 support, and the services of a computer aide who provides intervention and develops students' computer literacy skills.

Last updated: 1/31/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,286	\$43,821
Mid-Range Teacher Salary	\$75,061	\$69,131
Highest Teacher Salary	\$90,293	\$89,259
Average Principal Salary (Elementary)	\$108,574	\$108,566
Average Principal Salary (Middle)	\$118,342	\$115,375
Average Principal Salary (High)	\$122,582	\$125,650
Superintendent Salary	\$268,376	\$198,772
Percent of Budget for Teacher Salaries	42.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/20/2017

Professional Development

The Redondo Beach Unified School District is focusing staff professional development (PD) in three main areas: effective instructional strategies aligned to Common Core State Standards (CCSS) at school sites; use of technology in instruction; and the implementation of Positive Behavioral Intervention and Supports (PBIS) in all schools. While the current PD does focus on instruction and curriculum in mathematics and English Language Arts (ELA), the RBUSD is also developing PD for the Next Generation Science Standards (NGSS) and social science standards.

The RBUSD is engaged in a multi-layered approach to delivering PD. The District provides PD through: teacher release time; conference attendance; one-day workshops; mentoring; and after-school, "early out" days. The elementary schools utilize weekly collaborative planning time through the implementation of a School Instructional Leadership Team and grade level leads.

The use of student data is critical to better assess and support individual student development. The District provides training on our student data management, Illuminate Education, to analyze individual and aggregate student progress. Elementary teachers and secondary math teachers utilize the Tenmarks math program both to assign and assess student performance. All of the above teachers have had PD training on the Tenmarks program.

Internal PD offerings are supplemented by partnering with external professional development organizations, including universities such as LMU and UCLA. Our partners advise on the District's program development and provide PD for teachers and administration on instructional programs for all students.

The District is designing a teacher coaching model in concert with the Redondo Beach Teachers Association to mentor teacher development in: differentiating instruction; developing CCSS aligned lesson plans; as well as English Language Development aligned instruction strategies to better support our English Learner student population.

Our new teachers are supported at school sites and at the District level through the Beginning Teacher Support and Assessments (BTSA) Program where each new teacher is mentored by a BTSA support provider. By working within BTSA, a new teacher receives support and resources to improve their teaching pedagogy.

Through the collective bargaining process, additional paid professional development days have been added to the teacher work calendar (1 additional day in 2015-2016, 2 additional days in 2016-2017 and 2017-2018).

Last updated: 1/31/2017