



Redondo Beach Unified School District

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RBUSD
Mission Statement
*We, in the Redondo Beach
Unified School District
community, 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

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 53 years of educational excellence. All students receive a challenging and rigorous curriculum based on the California State Academic Standards. 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 comprehension 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, Writer's and Reader's Workshop, individual student needs are addressed within the classroom and students are able to focus on one concept at a time, making them strong readers and writers.

As we strive to develop critically thinking, 21st century learners, all students receive instruction in the computer lab where they learn typing 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. In addition to our Learning Center, Birney has a variety of programs to meet the special needs of students including GATE; the services of an Intervention Specialist; the Student Study Team; English Language Learners support; a Resource Specialist Program (RSP); Speech and Language support; and a counseling program titled Project PAL. Birney Elementary School is proud of the progress it has made towards building a strong learning community and increasing student achievement!

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.

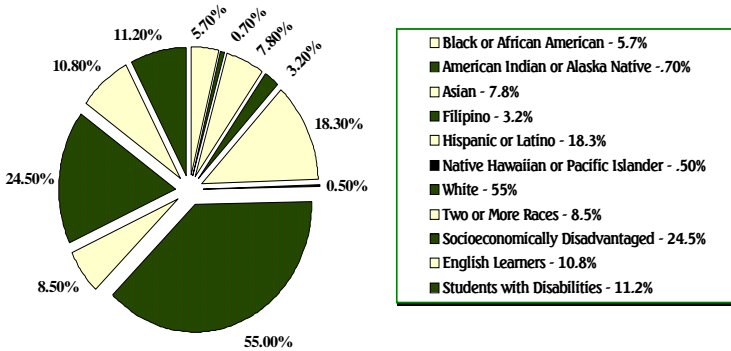
Opportunities for Parental Involvement

Birney School 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 carnival, Parade-a-Jog-a-Thon, attendance celebrations, 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 Elementary School is fortunate to be well supported by a school community that recognizes the benefits of school and home working in unison.

Student Enrollment by Grade Level (2011-12)

Kdg	1 st	2 nd	3 rd	4 th	5 th	Total
88	91	69	67	55	66	436

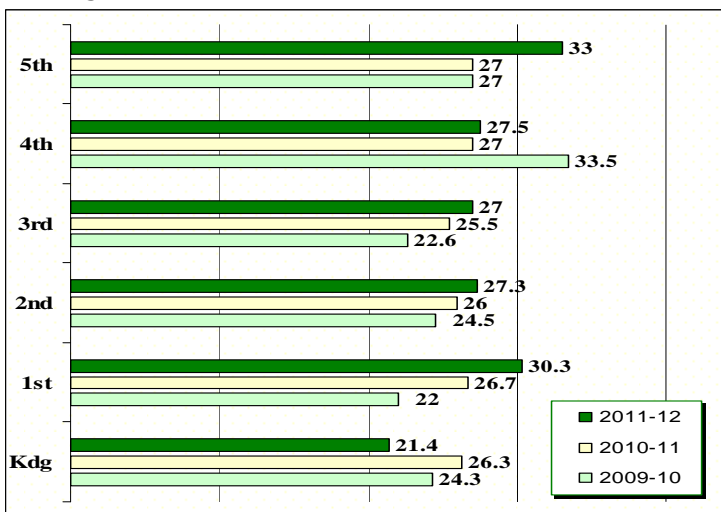
Student Enrollment by Subgroup (2011-12)



Class Size Distribution

Yr.	Grade Level	Number of Classes		
		1-20	21-32	33+
2009-10	K		3	
	1	2	1	
	2		2	
	3	1	2	
	4			2
	5		2	
2010-11	K		3	
	1		3	
	2		2	
	3		2	
	4		2	
	5		3	
2011-12	K	3	2	
	1		3	
	2		3	
	3		2	
	4		2	
	5			2

Average Class Size



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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	0.82	0.25	0	3.07	4.12	2.7
Expulsions	0.0	0.0	0.0	.05	0.11	.08

School Safety Plan

School safety is of the highest priority at Birney, and the staff and community have developed a comprehensive school safety plan that encompasses all aspects of school safety. The plan is reviewed, updated and approved by the School Site Council each year. 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 installing multiple data ports, a furnace system, carpets, tackable surfaces, cabinets, sinks, drinking fountains, fresh paint, 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. A most recent improvement to Birney included construction on new kindergarten classrooms, a new computer lab, and a new library. The administration building and learning center were renovated and the playground was reconfigured.

Items Inspected	Repair Status				Repairs Needed and Action
	Exemplary	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 Rating	Good				

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 11-12
	2009-10	2010-11	2011-12	
With Full Credential	16.2	18	20	380
Without Full Credential	0.0	0	0	0
Teaching Outside Subject Area of Competence	0.0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2011-12)

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 District	100%	0%
Low-Poverty Schools in District	100%	0%

Support Staff

The following is a list of support staff their fulltime equivalent. The average number of students per Academic Counselor is **436**.

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

Professional Development

At Birney Elementary School, a comprehensive professional development program is in place and is driven by a multitude of factors including, but not limited to, student assessment and performance data, the instructional and developmental needs of students, the needs of teachers, and the SPSA.

In *Elementary Makes the Grade*, a report published by the California State Department of Education to help schools meet the challenges of standards-based education, experts recommend the implementation of school site mentoring and coaching for teachers and administrators. Birney teachers have attended training in Differentiated Instruction, AB 466 training aligned with the Houghton Mifflin Language Arts adoption, training for the Harcourt Reflections social studies adoption, Moving Children (PE curriculum) training provided by Beach Cities Health District, and special education training in the Response to Intervention and Learning Center Models. Teachers also participate in Growing Educators, a coaching model that provides support and coaching to teachers in reading comprehension and writing instruction.

Special Education and RSP teachers have received training in working with English language learners, students with Autism and Asperger's Syndrome, RTI training, and trainings provided by SELPA.

CURRICULUM AND INSTRUCTIONAL MATERIALS

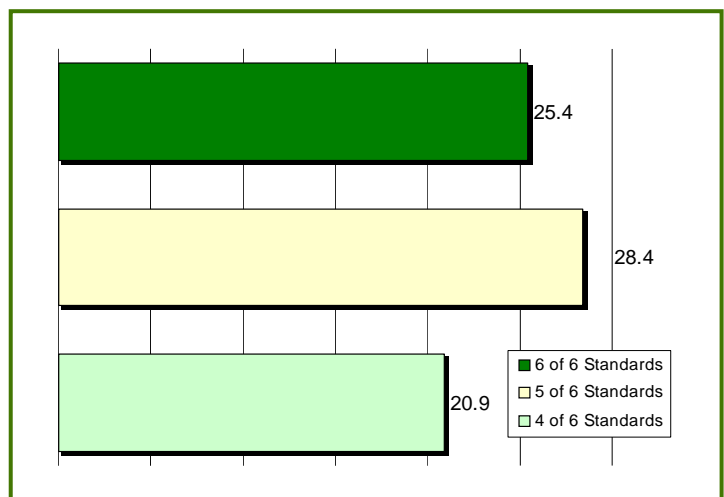
Quality, Currency, and Availability of Textbooks and Instructional Materials (2012-13)

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 October 2, 2012.

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

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 at several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing assessment.

The CST's are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for Students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language	72	78	85	72	74	78	52	54	56
Mathematics	71	79	85	64	67	69	48	50	51
Science	65	83	87	79	82	84	54	57	60
History-Social Science	0	0	0	68	70	72	44	48	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	69	84	72
All Students at the School	85	85	87	
Male	85	89	90	
Female	86	81	85	
Black or African American	83	91		
American Indian or Alaska Native				
Asian	91	95		
Filipino	82	91		
Hispanic or Latino	80	73	93	
Native Hawaiian or Pacific Islander				
White	87	87	86	
Two or More Races				
Socioeconomically Disadvantaged	79	71	80	
English Learners	62	76		
Students with Disabilities	87	73		
Students Receiving Migrant Education Services				

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	2009	2010	2011
Statewide	9	9	9
Similar Schools	8	8	9

Academic Performance Index

Growth by Student Group Three-Year Comparison	Group	Actual API Change		
		2009-10	2010-11	2011-12
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	8	26	23
	Black or African American			
	American Indian or Alaska Native			
	Asian			
	Filipino			
	Hispanic or Latino			
	Native Hawaiian or Pacific Islander			
	White	21	17	24
	Two or More Races			
	Socioeconomically Disadvantaged	36	33	5
	English Learners			
	Students with Disabilities			

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

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	247	927	6,285	891	4,664,264	788
Black or African American	20	918	434	833	313,201	710
American Indian or Alaska Native	1		38	833	31,606	742
Asian	22	964	760	944	404,670	905
Filipino	9		172	918	124,824	869
Hispanic or Latino	51	897	1,443	835	2,425,230	740
Native Hawaiian or Pacific Islander	1		67	892	26,563	775
White	140	937	3,201	910	1,221,860	853
Two or More Races	3		167	911	88,428	849
Socioeconomically Disadvantaged	65	867	1,297	825	2,779,680	737
English Learners	29	878	568	797	1,530,297	716
Students with Disabilities	34	861	802	743	530,935	607

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	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	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

“Yes” Met 2011 AYP Criteria “No” Did not Meet 2011 AYP Criteria

Federal Intervention Program (2012-13)

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	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		15.4%

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

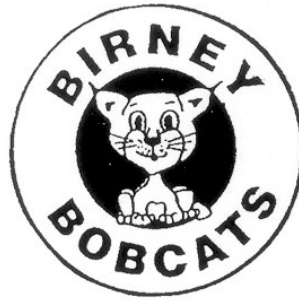
The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	7967.19	2781.99	5185.20	64120.70
District			5362.62	71,246
Percent Difference School Site and District			-3.3%	-10.0%
State			5,455	66,336
Percent Difference School Site and State			-4.9%	-3.3%

Teacher and Administrative Salaries (Fiscal Year 2010-11)

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	\$40,656
Mid-Range Teacher Salary	\$70,589	\$64,181
Highest Teacher Salary	\$84,914	\$82,486
Average Principal Salary (Elementary)	\$104,765	\$102,165
Average Principal Salary (Middle)	\$108,964	\$108,480
Average Principal Salary (High)	\$113,308	\$117,845
Superintendent Salary	\$230,440	\$181,081
Percent of Budget for Teacher Salaries	42.00%	40.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%



DataQuest is an online data tool 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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 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.

Ed-Data Partnership Web Site Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.