

School Accountability Report Card

Summary Report, Issued Spring 2015 for Academic Year 2013–14

At a Glance: 2013–14

School type:	Elementary
Schedule:	Year-round
Grade levels:	K–5
Total enrollment:	566
Total teachers:	21
Per-pupil expenditure (12–13):	\$5,189

Birney Elementary School

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CDS Code: 37-68338-6039259

Amanda Hammond-Williams, Principal

Principal's Statement

Welcome to Alice Birney Elementary IB World School, a California Distinguished School. At Birney, we “think globally, learn locally.” In spring 2013, we were re-authorized as an IB World School by the renowned International Baccalaureate Organization (ibo.org). Because we are named after the co-founder of the national Parent Teacher Association (PTA), Alice McLellan Birney, we feel that it is important to serve our parents diligently while offering opportunities for all to participate when they can in their child’s education. As an IB Primary Years Program school, we are linked to Roosevelt International Studies Magnet middle school as well as the nationally recognized School of International Studies at the San Diego High Educational Complex. We play an important part in enabling our students to become living examples of the IB learner profile, in that we truly believe that our students will leave us as principled, reflective, balanced, caring, and open-minded inquirers, thinkers, communicators, and risk takers.

Instruction and Curriculum

The San Diego Unified School District has adopted the Common Core State Standards, which reflect the knowledge and skills that students need in order to be successful in college and careers. The standards require that students gain knowledge systematically through reading, writing, speaking, and listening. High standards that are consistent across states provide teachers, parents, and students with a set of clear expectations that are aligned to the expectations in college and careers.

The standards promote equity by ensuring all students, no matter where they live, are well prepared with the skills and knowledge necessary to collaborate and compete with their peers in the United States and abroad. A range of support opportunities is available for students needing additional assistance.

At Alice Birney Elementary, all state-mandated standards are gathered under six overarching themes: Who We Are, Where We Are in Place and Time, How We Organize Ourselves, How We Express Ourselves, How the World Works, and How We Share the Planet. Instructors at each grade level design units of inquiry that address a theme while meeting the state requirements for addressing the standards. Any standards that cannot be addressed within a theme are treated as a “stand-alone” area. In addition to the Program of Inquiry, students also receive explicit instruction in the IB Learner Profile and the IB Attitudes. We also offer weekly instruction in Spanish, the arts, gardening, and physical education. Our special needs programs are integrated with the general population as much as possible.

Opportunities for Parent Involvement

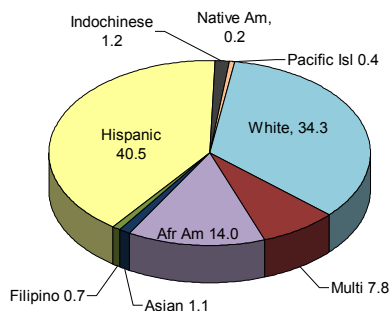
Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child’s academic success. There are many opportunities to be involved at their children’s school site, including: governance committees, special events, fundraising events, parent organizations, and in classrooms, and at the district level by participating in cluster councils, district advisory councils/committees, Parent University, and special events. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

At Birney Elementary we are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

In fall, enjoy the Urban Fall festival, costume parade, Jump for Heart, and sing-along. In winter, join us for our jog-a-thon and bedtime stories. In spring, we have a Field Day! In addition, join us for Family Friday, a monthly afternoon open house on the first Friday of each month, where parents not only hear the latest news and information about the school, but also visit their child’s classroom to view the latest learning in action.

If you want to get involved, contact Amanda Hammond-Williams at (619) 497-3500.

Enrollment Breakdown



Attendance

Year	Attendance for Year (%)
09–10	95.50
10–11	97.30
11–12	97.63
12–13	97.57
13–14	97.48

Business and Community Partners

Birney PTA
Friends of Alice Birney Foundation
YMCA Youth and Family Services
University Heights Community Association
IES Language—San Diego
Dig Down Deep
ICES

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Teacher Credentials and Assignments

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are fully credentialed but teaching outside of their subject area of competence. It also indicates how many of the school's teachers of English learners are misassigned and the total number of teachers misassigned. District totals do not include charter schools.

Number of Teachers	School			District
	2012–13	2013–14	2014–15	2014–15
With full credential and teaching in subject area	n/a	25	21	4,684
With full credential but teaching outside subject area	n/a	n/a	n/a	n/a
Without full credential	n/a	0	0	214
Total teachers	n/a	25	21	4,898
Teachers of English learners misassigned	n/a	0	0	n/a
Total teachers misassigned	n/a	0	0	n/a

*Some of these data were not available at the time of publication. For more up-to-date information, contact the San Diego Unified School District's Human Resources Department.

Academic Progress

This table displays selected indicators of the school's academic progress. The Academic Performance Index (API) is an annual measure of the academic performance and progress of California's public schools. API scores range from 200 to 1,000, with a statewide API performance target of 800. The statewide API rank ranges from 1 to 10. Detailed information about the API can be found at the CDE website at www.cde.ca.gov/ta/ac/ap/. Adequate Yearly Progress (AYP) measures how well the school is performing based on standards required by the federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind law. AYP reports were not produced for elementary and middle schools in California for 2014; see www.cde.ca.gov/ta/ac/ar/aprfaq.asp for more information.

Indicator	Result
This school's 2013 Growth API score (from the 2013 Growth API report)	866
This school's statewide API rank (from the 2012 Base API report)	8
Did this school meet all 2012–13 AYP requirements?	No
How many AYP criteria did this school meet?	3 of 5
Program Improvement status of this school during the 2013–14 school year	Year 1

Standardized Testing and Reporting Program Results

The Standardized Testing and Reporting (STAR) program was last administered in the 2012–13. It was superseded in January 2014 by the California Assessment of Student Performance and Progress (CAASPP). Through the STAR program, students in grades 2–11 were tested annually in various subjects. The California Standards Tests (CST) included English language arts and mathematics (grades 2–11), science (grades 5, 8, and 9–11), and history–social science (grades 8 and 9–11). To protect student privacy, an asterisk (*) is used in the following table instead of the percentage when the number of students tested is 10 or less in that category. A dash (—) indicates that data are not available.

California Standards Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

Gr	English Language Arts									Mathematics								
	School			District			State			School			District			State		
	10–11	11–12	12–13	10–11	11–12	12–13	10–11	11–12	12–13	10–11	11–12	12–13	10–11	11–12	12–13	10–11	11–12	12–13
2	56.6	74.7	62.7	58.9	59.8	59.7	56	58	56	61.8	69.2	68.0	66.3	64.8	66.6	66	64	65
3	59.4	55.6	61.1	49.4	52.5	50.0	46	48	45	85.9	79.5	71.6	69.0	72.7	70.6	68	69	66
4	90.7	73.9	75.3	68.2	68.9	68.2	64	67	65	87.0	78.3	75.9	71.6	70.5	75.6	71	71	72
5	84.2	81.3	77.9	65.8	67.0	65.6	59	63	60	86.0	88.0	95.5	65.0	65.7	68.2	63	65	65

This *summary* of the School Accountability Report Card (SARC) is intended to provide parents and community members with a snapshot of significant information related to this school. For more a more detailed report, consult the *complete* SARC (usually 12–14 pages), which provides information on enrollment, parent and community involvement, school safety and climate for learning, academic performance, class size, teachers and staffing, curriculum and instruction, instructional materials, and school finances. In addition, SARCs for secondary schools include dropout data and information about the preparation of students for further education and/or entering the workforce after high school graduation. The complete SARC may be obtained from the school or on-line at www.sandi.net/page/1598.