

# School Accountability Report Card

Issued Spring 2017 for Academic Year 2015–16

## What Is a SARC?

All California public schools are required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains specific information about the condition and performance of the school from the previous school year.

Furthermore, under the Local Control Funding Formula (LCFF), San Diego Unified is required to prepare a Local Control Accountability Plan (LCAP), which describes how it intends to meet annual school-specific goals for all students, with specific activities to address state and local priorities. Data reported in the SARC are to be consistent with data reported in the LCAP.

More information about the requirements for the SARC is available on the state's SARC website:

[www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

Additional copies of this SARC may be obtained from the school office or from the district's SARC website:

[www.sandiegounified.org/sarc](http://www.sandiegounified.org/sarc)

For more information about the LCFF or LCAP, see the state's LCFF website:

[www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

Finally, for more information about this school, contact the principal or the district office.

## Birney Elementary School

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Amanda Hammond-Williams, Principal

## School Description and Mission Statement

“Think globally, learn locally.” Located in charming University Heights for over 75 years, Birney IB World Magnet School attracts families from all over San Diego to participate in our International Baccalaureate (IB) Primary Years Program. Our program gives continuity priority to families who want to participate in the Roosevelt IB Middle Years Program magnet and the prestigious School of International Studies IB Diploma Program at the San Diego High Educational Complex, providing students with an opportunity to experience the IB way of life and enriched curriculum from kindergarten through grade 12.

We cultivate our students to understand and appreciate the world around them, politically, socially, and culturally. We expect our students to be active, curious, and confident learners, able to contribute to the school climate of tolerance, empathy, and integrity. Our students use the knowledge they gain to promote peace, tolerance, and understanding of other cultures in their daily endeavors. By the time they are promoted to middle school, our fifth graders have become inquiring, independent, and caring young people who act to create a better and more peaceful world through intercultural understanding and respect. Our aim is to prepare children to become adults who are active, compassionate, and peaceful citizens of the world community.

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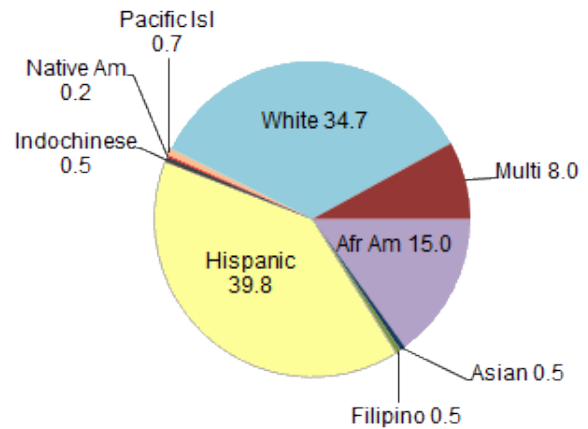


## About This School

### At a Glance: 2015–16

|   |            |
|---|------------|
| <b>School type:</b>                               | Elementary |
| <b>Schedule:</b>                                  | Year-round |
| <b>Grade levels:</b>                              | K–5        |
| <b>Total enrollment:</b>                          | 541        |
| <b>Total teachers:</b>                            | 23         |
| <b>Per-pupil expenditure (fiscal year 14–15):</b> | \$5,681    |

### Enrollment Breakdown



### Student Enrollment by Grade Level

| Grade Level  | Enrollment on October 7, 2015 |
|--------------|-------------------------------|
| Kindergarten | 105                           |
| 1            | 90                            |
| 2            | 82                            |
| 3            | 89                            |
| 4            | 79                            |
| 5            | 96                            |
| <b>Total</b> | <b>541</b>                    |

### Student Enrollment by Group (2015–16)

| Student Group                   | Number of Students | Percentage of Enrollment |
|---------------------------------|--------------------|--------------------------|
| African American                | 86                 | 15.9                     |
| Asian                           | 2                  | 0.4                      |
| Filipino                        | 3                  | 0.6                      |
| Hispanic                        | 202                | 37.3                     |
| Indochinese                     | 4                  | 0.7                      |
| Native American                 | 1                  | 0.2                      |
| Pacific Islander                | 3                  | 0.6                      |
| White (Not Hispanic)            | 189                | 34.9                     |
| Two or More Races               | 51                 | 9.4                      |
| Socioeconomically Disadvantaged | 296                | 54.7                     |
| English Learners                | 115                | 21.3                     |
| Students with Disabilities      | 59                 | 10.9                     |
| Foster Youth                    | 5                  | 0.9                      |

### Attendance

| Year  | Attendance for Year (%) |
|-------|-------------------------|
| 11–12 | 97.63                   |
| 12–13 | 97.57                   |
| 13–14 | 97.48                   |
| 14–15 | 96.94                   |
| 15–16 | 97.17                   |

### 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.*

## Data and Access

Most of the data in this SARC are from the 2015–16 school year or the two preceding years (2013–14 and 2014–15). Graduation, dropout, and fiscal data are from 2014–15. Contact information and data on facilities, curriculum and instructional materials, and certain teacher information are from the 2016–17 school year. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/).

### DataQuest

*DataQuest* is an on-line data tool ([dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/)) that contains additional information about this school and comparisons of the school to the district, the county, and the state. *DataQuest* is a dynamic system that provides reports for accountability, test results, enrollment, 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 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.

## Conditions of Learning

### State Priority: Basic

This section provides information relevant to the LCAP Basic State Priority (Priority 1):

- **Teacher Credentials:** the degree to which teachers are assigned appropriately and are fully credentialed in the subject area and for the students they are teaching.
- **Instruction Materials:** whether students have access to standards-aligned instructional materials.
- **Facility Conditions:** whether facilities are maintained in good repair.

### Teacher Credentials

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 credentialed but teaching outside of their subject area of competence. District totals do not include charter schools. Detailed information about teachers' qualifications can be found on the CDE *DataQuest* website at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/).

| Number of Teachers   | School    |           |           | District     |
|--|-----------|-----------|-----------|--------------|
|  | 2014–15   | 2015–16   | 2016–17   | 2016–17      |
| With full credential and teaching in subject area            | 21        | 22        | 23        | 4,243        |
| With full credential but teaching outside area of competence | 0         | 0         | 0         | 349          |
| Without full credential                                      | 0         | 0         | 0         | 30           |
| <b>Total</b>   | <b>21</b> | <b>22</b> | <b>23</b> | <b>4,622</b> |

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (i.e., teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the twentieth day of the school year or semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2015–16, the most current data are reported.

| 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       |

## Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2015–16)

The federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB), requires all teachers of core academic subjects to be “highly qualified.” In general, ESEA requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by teachers who are compliant with ESEA at this school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. (High-poverty schools are defined as those with student eligibility rates of approximately 40 percent or higher in the free and reduced-price meals program. Low-poverty schools are defined as those with student eligibility rates of 39 percent or lower in the program.) These data do not include independently reporting charter schools. More information on teacher qualifications required under ESEA can be found at the CDE website at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

| Location of Classes              | Percentage of Classes in Core Academic Subjects |   |
|----------------------------------|---|---|
|                                  | Taught by Highly Qualified Teachers             | Not Taught by Highly Qualified Teachers |
| This school                      | 100.0   | 0.0                                     |
| All schools in district          | 96.1  | 3.9                                     |
| High-poverty schools in district | 95.9  | 4.1                                     |
| Low-poverty schools in district  | 97.3  | 2.7                                     |

## Quality, Currency, and Availability of Textbooks and Instructional Materials (2016–17)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. These data were collected in October 2016.

| Core Curriculum Area                | Are These Textbooks and Instructional Materials from the Most Recent Adoption? | Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|-------------------------------------|--|--|
| English Language Arts               | Yes  | 0  |
| Health                              | Yes  | 0  |
| History–Social Science              | Yes  | 0  |
| Mathematics                         | Yes  | 0  |
| Science                             | Yes  | 0  |
| Science Lab Equipment (grades 9–12) | n/a  | 0  |
| Visual and Performing Arts          | Yes  | 0  |
| World Language                      | Yes  | 0  |

## List of Textbooks and Instructional Materials Used in Core Subject Areas (2016–17)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social science), including the year of adoption, may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials. Descriptions of the district’s courses, including current instructional materials, may be found in the *Course of Study, TK–12*, revised annually and available on-line at [www.sandiegounified.org/course-study](http://www.sandiegounified.org/course-study)

## School Facility Conditions and Planned Improvements

The school has been at its University Heights location since the early 1930s. The campus now consists of 21 permanent classrooms, three bungalow classrooms, and three support staff rooms. The school received upgrades thanks to Proposition MM, including a new state-of-the-art library building, a two-story building with 10 new classrooms, instructional support space, interior and exterior painting, new flooring and carpeting, improved access for the physically disabled, technology and electrical upgrades, window blinds, playground equipment, paving, and roofing. Our joint-use field opened in January 2011. We are proud that our community supports us in keeping our campus beautiful, safe, and clean.

Our classrooms are carefully arranged to maximize learning opportunities. Grade levels are clustered to support student and teacher interaction; each grade level has a support room where students can receive additional help. Lunches and recesses are staggered to support student interaction and adequate supervision, and students in preschool and kindergarten play on a dedicated yard for their safety. Our PTA and after-school programs work diligently to support and maintain our beautiful school gardens across campus. Our classrooms are cleaned several times a week by our custodial staff, and provided with instructional resources through our categorical funding. Our facility is kept in good repair by the custodial staff in direct communication with the principal. Work orders, supply orders, and requests for service are tracked via a system set up with the district office.

## School Facility Good-Repair Status

This table displays the results of the most recently completed school-site inspection to determine the facility's good-repair status.

Date of most recent inspection: 12/16/16

| Item Inspected  | Repair Status* |   |   |   | Repair Needed and Action Taken or Planned |
|---|----------------|---|---|---|---|
|   | E              | G | F | P |   |
| <b>Systems:</b> Gas, mechanical, HVAC, sewer                        |                | ✓ |   |   |   |
| <b>Interior:</b> Interior surfaces                                  |                | ✓ |   |   |   |
| <b>Cleanliness:</b> Overall, pests/vermin                           |                | ✓ |   |   |   |
| <b>Electrical:</b> Interior/exterior                                |                | ✓ |   |   |   |
| <b>Restrooms/fountains:</b> sinks, plumbing                         |                | ✓ |   |   |   |
| <b>Safety:</b> Fire safety, hazardous materials                     |                | ✓ |   |   |   |
| <b>Structural:</b> Damage, roofs                                    |                | ✓ |   |   |   |
| <b>External:</b> School grounds, playground, windows, gates, fences |                | ✓ |   |   |   |
| <b>Overall Rating: 97.92%</b>                                       |                | ✓ |   |   |   |

\* Repair Status: E = exemplary, G = good, F = fair, P = poor

## Student Outcomes

### State Priority: Pupil Achievement

This section provides information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide Assessments: results of the California Assessment of Student Performance and Progress (CAASPP) and the Science California Standards Tests.
- Preparation for College or Career: successful completion of courses that satisfy requirements for entrance to the University of California or the California State University, or career technical education sequences or programs of study.

### Statewide Assessments

#### CAASPP Assessment Results

The California Assessment of Student Performance and Progress (CAASPP) tests students in English language arts/literacy and mathematics in grades 3 through 8 and grade 11. The CAASPP was piloted in 2013–14 and first administered statewide in 2014–15. The CAASPP consists of the Smarter Balanced Summative Assessments for students in the general education population.

For eligible students, the CAASPP also consists the California Alternate Assessments (CAAs) in ELA and math, which replaced the California Alternate Performance Assessment (CAPA) in 2015 and are aligned with alternate achievement standards linked to the Common Core State Standards for students with significant cognitive disabilities.

CAASPP scores are ranked according to four “performance levels”: Level 1 indicates that the student has not met the standard tested; Level 2 indicates that the student has nearly met the standard; Level 3 indicates that the student has met the standard; Level 4 indicates that the student has exceeded the standard. Students scoring at Levels 3 and 4 have met state standards in that content area.

**Note:** In the tables that follow the number of students tested includes students who did not receive a valid test score; however, achievement-level percentages have been calculated using only those students who did receive valid scores.

#### CAASPP: All Students

The following table shows the percentage of all students tested in the last two years whose CAASPP scores indicate that they met or exceeded the state standards for English language arts and mathematics.

| Subject Area                                    | Percentage of Students Meeting or Exceeding State Standards |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2014–15   | 2015–16 | 2014–15  | 2015–16 | 2014–15 | 2015–16 |
| English Language Arts/Literacy (Grades 3–8, 11) | 62  | 64      | 49       | 54      | 44      | 48      |
| Mathematics (Grades 3–8, 11)                    | 52  | 61      | 39       | 42      | 34      | 36      |

**Note:** A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An “n/a” indicates no data are available.

The following tables show the 2015–16 CAASPP results of students in each grade tested, disaggregated by student group, for both English language arts/literacy (ELA) and mathematics.

*CAASPP: 2015–16, ELA, Grade 3*

| Student Group                        | Total Enrollment | Number Tested | Percentage Tested | Percentage Meeting or Exceeding Standard |
|--------------------------------------|------------------|---------------|-------------------|--|
| All students at this school          | 88               | 86            | 97.73             | 66.28                                    |
| Male                                 | 45               | 44            | 97.78             | 63.64                                    |
| Female                               | 43               | 42            | 97.67             | 69.05                                    |
| African American                     | 13               | 13            | 100.00            | 46.15                                    |
| Asian                                | —                | —             | —                 | —  |
| Filipino                             | —                | —             | —                 | —  |
| Hispanic                             | 37               | 37            | 100.00            | 56.76                                    |
| Native American                      | 0                | 0             | 0                 | 0  |
| Pacific Islander                     | —                | —             | —                 | —  |
| White (not Hispanic)                 | 30               | 29            | 96.67             | 86.21                                    |
| Two or More Races                    | —                | —             | —                 | —  |
| Socioeconomically Disadvantaged      | 48               | 46            | 95.83             | 43.48                                    |
| English Learners                     | 23               | 22            | 95.65             | 36.36                                    |
| Students with Disabilities           | 14               | 14            | 100.00            | 21.43                                    |
| Receiving Migrant Education Services | 0                | 0             | 0                 | 0  |
| Foster Youth                         | —                | —             | —                 | —  |

**Note:** A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

*CAASPP: 2015–16, ELA, Grade 4*

| Student Group                        | Total Enrollment | Number Tested | Percentage Tested | Percentage Meeting or Exceeding Standard |
|--------------------------------------|------------------|---------------|-------------------|--|
| All students at this school          | 79               | 78            | 98.73             | 66.67                                    |
| Male                                 | 48               | 47            | 97.92             | 63.83                                    |
| Female                               | 31               | 31            | 100.00            | 70.97                                    |
| African American                     | 17               | 17            | 100.00            | 52.94                                    |
| Asian                                | 0                | 0             | 0                 | 0  |
| Filipino                             | —                | —             | —                 | —  |
| Hispanic                             | 26               | 26            | 100.00            | 53.85                                    |
| Native American                      | 0                | 0             | 0                 | 0  |
| Pacific Islander                     | 0                | 0             | 0                 | 0  |
| White (not Hispanic)                 | 30               | 30            | 100.00            | 86.67                                    |
| Two or More Races                    | —                | —             | —                 | —  |
| Socioeconomically Disadvantaged      | 39               | 38            | 97.44             | 55.26                                    |
| English Learners                     | —                | —             | —                 | —  |
| Students with Disabilities           | 13               | 13            | 100.00            | 30.77                                    |
| Receiving Migrant Education Services | 0                | 0             | 0                 | 0  |
| Foster Youth                         | —                | —             | —                 | —  |

**Note:** A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2015–16, ELA, Grade 5

| Student Group                        | Total Enrollment | Number Tested | Percentage Tested | Percentage Meeting or Exceeding Standard |
|--------------------------------------|------------------|---------------|-------------------|--|
| All students at this school          | 95               | 92            | 96.84             | 59.78                                    |
| Male                                 | 48               | 46            | 95.83             | 60.87                                    |
| Female                               | 47               | 46            | 97.87             | 58.70                                    |
| African American                     | 20               | 20            | 100.00            | 45.00                                    |
| Asian                                | 0                | 0             | 0                 | 0  |
| Filipino                             | 0                | 0             | 0                 | 0  |
| Hispanic                             | 43               | 42            | 97.67             | 54.76                                    |
| Native American                      | —                | —             | —                 | —  |
| Pacific Islander                     | 0                | 0             | 0                 | 0  |
| White (not Hispanic)                 | 24               | 22            | 91.67             | 86.36                                    |
| Two or More Races                    | —                | —             | —                 | —  |
| Socioeconomically Disadvantaged      | 69               | 67            | 97.10             | 52.24                                    |
| English Learners                     | 24               | 23            | 95.83             | 21.74                                    |
| Students with Disabilities           | 15               | 14            | 93.33             | 42.86                                    |
| Receiving Migrant Education Services | 0                | 0             | 0                 | 0  |
| Foster Youth                         | —                | —             | —                 | —  |

**Note:** A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2015–16, Mathematics, Grade 3

| Student Group                        | Total Enrollment | Number Tested | Percentage Tested | Percentage Meeting or Exceeding Standard |
|--------------------------------------|------------------|---------------|-------------------|--|
| All students at this school          | 88               | 86            | 97.73             | 65.12                                    |
| Male                                 | 45               | 44            | 97.78             | 63.64                                    |
| Female                               | 43               | 42            | 97.67             | 66.67                                    |
| African American                     | 13               | 13            | 100.00            | 53.85                                    |
| Asian                                | —                | —             | —                 | —  |
| Filipino                             | —                | —             | —                 | —  |
| Hispanic                             | 37               | 37            | 100.00            | 48.65                                    |
| Native American                      | 0                | 0             | 0                 | 0  |
| Pacific Islander                     | —                | —             | —                 | —  |
| White (not Hispanic)                 | 30               | 29            | 96.67             | 89.66                                    |
| Two or More Races                    | —                | —             | —                 | —  |
| Socioeconomically Disadvantaged      | 48               | 46            | 95.83             | 39.13                                    |
| English Learners                     | 23               | 22            | 95.65             | 40.91                                    |
| Students with Disabilities           | 14               | 14            | 100.00            | 21.43                                    |
| Receiving Migrant Education Services | 0                | 0             | 0                 | 0  |
| Foster Youth                         | —                | —             | —                 | —  |

**Note:** A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2015–16, Mathematics, Grade 4

| Student Group                        | Total Enrollment | Number Tested | Percentage Tested | Percentage Meeting or Exceeding Standard |
|--------------------------------------|------------------|---------------|-------------------|--|
| All students at this school          | 79               | 77            | 97.47             | 68.42                                    |
| Male                                 | 48               | 46            | 95.83             | 66.67                                    |
| Female                               | 31               | 31            | 100.00            | 70.97                                    |
| African American                     | 17               | 16            | 94.12             | 50.00                                    |
| Asian                                | 0                | 0             | 0                 | 0  |
| Filipino                             | —                | —             | —                 | —  |
| Hispanic                             | 26               | 26            | 100.00            | 61.54                                    |
| Native American                      | 0                | 0             | 0                 | 0  |
| Pacific Islander                     | 0                | 0             | 0                 | 0  |
| White (not Hispanic)                 | 30               | 30            | 100.00            | 89.66                                    |
| Two or More Races                    | —                | —             | —                 | —  |
| Socioeconomically Disadvantaged      | 39               | 37            | 94.87             | 48.65                                    |
| English Learners                     | —                | —             | —                 | —  |
| Students with Disabilities           | 13               | 13            | 100.00            | 16.67                                    |
| Receiving Migrant Education Services | 0                | 0             | 0                 | 0  |
| Foster Youth                         | —                | —             | —                 | —  |

**Note:** A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2015–16, Mathematics, Grade 5

| Student Group                        | Total Enrollment | Number Tested | Percentage Tested | Percentage Meeting or Exceeding Standard |
|--------------------------------------|------------------|---------------|-------------------|--|
| All students at this school          | 95               | 92            | 96.84             | 52.17                                    |
| Male                                 | 48               | 46            | 95.83             | 52.17                                    |
| Female                               | 47               | 46            | 97.87             | 52.17                                    |
| African American                     | 20               | 20            | 100.00            | 45.00                                    |
| Asian                                | 0                | 0             | 0                 | 0  |
| Filipino                             | 0                | 0             | 0                 | 0  |
| Hispanic                             | 43               | 42            | 97.67             | 42.86                                    |
| Native American                      | —                | —             | —                 | —  |
| Pacific Islander                     | 0                | 0             | 0                 | 0  |
| White (not Hispanic)                 | 24               | 22            | 91.67             | 81.82                                    |
| Two or More Races                    | —                | —             | —                 | —  |
| Socioeconomically Disadvantaged      | 69               | 67            | 97.10             | 44.78                                    |
| English Learners                     | 24               | 23            | 95.83             | 21.74                                    |
| Students with Disabilities           | 15               | 14            | 93.33             | 28.57                                    |
| Receiving Migrant Education Services | 0                | 0             | 0                 | 0  |
| Foster Youth                         | —                | —             | —                 | —  |

**Note:** A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.



### California Standards Test: Science—Three-Year Comparison

The following table shows the percentage of all students scoring at the Proficient or Advanced levels (that is, meeting or exceeding the state standards) in science over the most recent three-year period. Science assessments include California Standards Tests (CST), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

| Grades   | School  |         |         | District |         |         | State   |         |         |
|----------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|          | 2013–14 | 2014–15 | 2015–16 | 2013–14  | 2014–15 | 2015–16 | 2013–14 | 2014–15 | 2015–16 |
| 5, 8, 10 | 84      | 83      | 87      | 68       | 65      | 59      | 60      | 56      | 54      |

**Note:** A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

### CAASPP: Science—By Student Group, 2015–16

Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10.

| Student Group                        | Total Enrollment | Number of Valid Test Scores | Percentage of Valid Test Scores | Percentage of Proficient or Advanced Scores |
|--------------------------------------|------------------|-----------------------------|---------------------------------|---|
| All students at this school          | 95               | 91                          | 95.79                           | 86.81                                       |
| Male                                 | 48               | 45                          | 93.75                           | 91.11                                       |
| Female                               | 47               | 46                          | 97.87                           | 82.61                                       |
| African American                     | 20               | 20                          | 100.00                          | 80.00                                       |
| Asian                                | 0                | 0                           | 0                               | 0   |
| Filipino                             | 0                | 0                           | 0                               | 0   |
| Hispanic                             | 43               | 41                          | 95.35                           | 82.93                                       |
| Native American                      | —                | —                           | —                               | —   |
| Pacific Islander                     | 0                | 0                           | 0                               | 0   |
| White (not Hispanic)                 | 24               | 22                          | 91.67                           | 100.00                                      |
| Two or More Races                    | —                | —                           | —                               | —   |
| Socioeconomically Disadvantaged      | 69               | 66                          | 95.65                           | 83.33                                       |
| English Learners                     | 24               | 23                          | 95.83                           | 60.87                                       |
| Students with Disabilities           | 15               | 13                          | 86.67                           | 92.31                                       |
| Receiving Migrant Education Services | 0                | 0                           | 0                               | 0   |
| Foster Youth                         | —                | —                           | —                               | —   |

**Note:** A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

## State Priority: Other Pupil Outcomes

This section provides information relevant to the Other Pupil Outcomes State Priority (Priority 8): student outcomes in physical education. The California Physical Fitness Test provides the outcomes in physical education.

### California Physical Fitness Test Results (2015–16)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students tested who met the fitness standards for the most recent testing period. Data on students receiving migrant education services are not available. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE website at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

| Grade Level | Percentage of Students Tested Who Met Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                                   | Five of Six Standards | Six of Six Standards |
| 5           | 17.2  | 18.3                  | 26.9                 |

**Note:** A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

## Engagement

### State Priority: Parental Involvement

This section provides information relevant to the Parental Involvement State Priority (Priority 3): efforts the school district makes to seek parent input in making decisions for the school district and each school.

## 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.

Our highly engaged and committed parents are our partners in their children's education. Parents who choose Birney quickly come to love what the IB Primary Years Program teaches their children! Every first Friday of the month (when classes are in session), the last hour of the day is a magical time, a "happy hour" when we open our doors for families and friends to see what's been going on at Birney. At 2:30 we gather in the auditorium, then at 3:00 everyone rushes to the classroom where teachers and students have a surprise waiting for their visitors—which could be a slide show, a work display, or a special lesson they want to share. At dismissal time, our PTA has fresh popcorn and snacks so our families can mingle.

Our school is named for the co-founder of the national Parent Teacher Association, Alice McLellan Birney, so we strive to provide meaningful experiences for parents. Our PTA also hosts a yearly "Passport to Adventure," during which we feature six countries students want to celebrate. Finally, our Friends of Alice Birney Foundation (FOAB) funds our school enrichment "specials" as well as our library program.

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

## State Priority: Pupil Engagement

This section provides information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates
- High school graduation rates

### Dropout Rate and Graduation Rate

This section does not apply to this school.

### Completion of High School Graduation Requirements

This section does not apply to this school.

## State Priority: School Climate

This section provides information relevant to the School Climate State Priority (Priority 6):

- Student suspension rates
- Student expulsion rates
- Other local measures to ensure safety

### Suspensions and Expulsions

The following table shows the rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates. District figures do not include charter schools.

| Type of Action | 2013–14 |          |       | 2014–15 |          |       | 2015–16 |          |       |
|----------------|---------|----------|-------|---------|----------|-------|---------|----------|-------|
|                | School  | District | State | School  | District | State | School  | District | State |
| Suspensions    | 2.74    | 1.26     | 4.36  | 4.42    | 1.09     | 3.80  | 1.48    | 1.19     | 3.65  |
| Expulsions     | 0.00    | <0.05    | 0.10  | 0.00    | 0.00     | 0.09  | 0.00    | 0.00     | 0.09  |

### School Safety Plan (2016–17)

Last Review/Update: October 2013

Last Discussed with Staff: October 2013

Campus safety is the district's top priority. Principals, teachers, support staff, school police services, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual emergency response plan that is updated annually and posted on the school's website. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; and school dress codes.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Student safety is a top priority at our school. We have a fenced campus with access through our office during school hours. Our students enter and leave campus through our main gate, and are supervised before and after school. All visitors during school hours must enter through the office, where they must sign in and receive a visitor's pass. Birney maintains a safe, friendly environment with a secured campus and regular safety drills. Teachers and students respond quickly, responsibly, and respectfully to calls for emergency drills. Every classroom teacher provides a grade-level-specific set of lessons in problem solving, anger management, and empathy training from kindergarten through grade 5. The staff is trained yearly on child abuse reporting procedures. Our website includes information about dress code and behavior policies.

## Other Information

This section provides information that is required by law to be included in the SARC but is not included in the state priorities for the LCFF.

### Federal Intervention Program (2016–17)

Schools that receive funding from the federal government under Title I must enter federal 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 and status can be found at the CDE website at [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

| Indicator   | School  | District |
|---|---------|----------|
| Program Improvement Status                              | In PI   | In PI    |
| First Year of Program Improvement                       | 2013–14 | 2009–10  |
| Year in PI*   | 1       | 3+       |
| Number of Schools Currently in Program Improvement†     |         | 145      |
| Percentage of Schools Currently in Program Improvement† |         | 75.1     |

\* A determination waiver (DW) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

† Includes charter schools.

### Average Class Size and Class Size Distribution (Elementary)

This table displays the average class size for each grade level and the number of classrooms that fall into each class size category.

| Grade Level | 2013–14         |                      |       |     | 2014–15         |                      |       |     | 2015–16         |                      |       |     |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|             | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|             |                 | 1–20                 | 21–32 | 33+ |                 | 1–20                 | 21–32 | 33+ |                 | 1–20                 | 21–32 | 33+ |
| K           | 24              | 1                    | 3     | —   | 28              | —                    | 4     | —   | 24              | 0                    | 4     | 0   |
| 1           | 25              | —                    | 4     | —   | 26              | —                    | 3     | —   | 24              | 0                    | 1     | 0   |
| 2           | 25              | —                    | 4     | —   | 24              | —                    | 4     | —   | 25              | 0                    | 2     | 0   |
| 3           | 25              | —                    | 4     | —   | 23              | —                    | 4     | —   | 23              | 0                    | 2     | 0   |
| 4           | 31              | —                    | 2     | 1   | 34              | —                    | —     | 3   | 26              | 0                    | 3     | 0   |
| 5           | 25              | —                    | 3     | —   | 30              | —                    | 3     | —   | 32              | 0                    | 1     | 2   |
| Other       | —               | —                    | —     | —   | —               | —                    | —     | —   | 21              | 1                    | 6     | 0   |

## Academic Counselors and Other Support Staff Members (2015–16)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff members who are assigned to the school. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The table also displays the average number of students for each academic counselor.

| Position  | Number of FTE Assigned to the School | Average Number of Students per Academic Counselor |
|---|--------------------------------------|---|
| Academic Counselor                                  | n/a                                  | n/a   |
| Counselor (Social/Behavioral or Career Development) | n/a                                  |   |
| Library Media Teacher (Librarian)                   | n/a                                  |   |
| Library Media Services Staff (Paraprofessional)     | n/a                                  |   |
| Psychologist  | n/a                                  |   |
| Social Worker                                       | n/a                                  |   |
| Nurse   | n/a                                  |   |
| Speech/Language/Hearing Specialist                  | n/a                                  |   |
| Resource Specialist (Non-Teaching)                  | n/a                                  |   |
| Other (Specify)                                     | n/a                                  |   |

## Expenditures per Pupil and School-Site Teacher Salaries (Fiscal Year 2014–15)

The following table displays this school's expenditures per student from basic (unrestricted) sources, from any supplemental (restricted) sources, and its total per-pupil expenditures. The table also provides a comparison of the school's per-pupil expenditures from basic sources with other schools in the district and throughout the state. Finally, it compares the average teacher salary at the school with average teacher salaries in the district and the state.

*Basic or unrestricted sources* are funds that, except for general guidelines, are not controlled by law or by a donor. *Supplemental or restricted sources* are funds whose use is controlled by law or by a donor. Money that is designated for specific purposes by the Board of Education is not considered restricted.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education and Per-pupil Spending webpage: [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries and Benefits webpage: [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data website at: [www.ed-data.org](http://www.ed-data.org).

| Level                                    | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|--|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site                              | \$5,681                      | \$856                                 | \$4,825                        | \$69,620               |
| District (excludes charter schools)      |                              |                                       | \$5,671                        | \$73,582               |
| Difference: School Site and District (%) |                              |                                       | -14.9                          | -5.4                   |
| State                                    |                              |                                       | \$5,677                        | \$75,837               |
| Difference: School Site and State (%)    |                              |                                       | -15.0                          | -8.2                   |

## Types of Services Funded (Fiscal Year 2015–16)

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Our students are supported in a variety of ways for both academic support and academic enrichment. Our Student-Teacher Enrichment Program (STEP) releases teachers once a week to work together while their students rotate through physical education, art, Spanish, gardening and/or computer courses, and the library. Our Learners Equally Achieving Proficiency (LEAP) structures provide students with the opportunity to receive targeted instruction in either English language or mathematics according to their need, with the additional support of our English learner support teacher and our reading specialist. All our teachers in grades 3–5 are certified, or are receiving training to become certified, to provide instruction in the Gifted and Talented Education (GATE) program.

## Teacher and Administrative Salaries (Fiscal Year 2014–15)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

| Position   | District Amount | Statewide Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary                           | \$42,632        | \$45,092   |
| Mid-Range Teacher Salary                           | \$64,780        | \$71,627   |
| Highest Teacher Salary                             | \$88,049        | \$93,288   |
| Average Principal Salary (Elementary School Level) | \$122,585       | \$115,631  |
| Average Principal Salary (Middle School Level)     | \$125,249       | \$120,915  |
| Average Principal Salary (High School Level)       | \$136,833       | \$132,029  |
| Superintendent Salary                              | \$261,667       | \$249,537  |
| Percentage of Budget for Teachers' Salaries        | 37%             | 37%  |
| Percentage of Budget for Administrative Salaries   | 5%              | 5%   |

## Advanced Placement Courses (2015–16)

This section does not apply to this school.

## Professional Development

The district and the Board of Education have set a high priority on professional development, with the goal of providing targeted professional development to build teachers' leadership capacity and knowledge to support student learning success. The Office of Leadership and Learning collaborates with other departments to provide teachers and administrators with ongoing professional development, including improving teaching and learning related to the Common Core State Standards, educational technology, advanced studies, and leadership development. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners.

In addition to district-provided professional development, principals identify a schoolwide focus each year for professional development based on student needs and also to determine areas of individual growth and development. Throughout the year, teachers participate in school-based professional learning communities (PLCs) to encourage best practices and engage in shared problem solving. Teachers are provided with useful data systems that allow them to improve the learning of each student. Staff release for professional development is organized in a variety of ways on a site-by-site basis throughout the year.

## Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted academic standards and curriculum frameworks approved by the California State Board of Education for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. 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.

## Appendix: Adopted Texts and Instructional Materials

| Subject Area           | Grade Level | Instructional Material or Textbook  | Copyright Date | Adoption Year |
|------------------------|-------------|---|----------------|---------------|
| English Language Arts  | TK–6        | <i>Houghton Mifflin Reading: A Legacy of Literacy</i> , Houghton Mifflin                        | 2003           | 2002–03       |
| History–Social Science | TK–5        | <i>California Reflections</i> , Harcourt  | 2007           | 2007–08       |
| History–Social Science | 6           | <i>Holt CA Social Studies: World History: Ancient Civilizations</i> , Holt Rinehart and Winston | 2006           | 2007–08       |
| Mathematics            | TK–2        | <i>enVision MATH Common Core</i> , Pearson  | 2012           | —             |
| Mathematics            | 3–5         | <i>Scott Foresman–Addison Wesley enVision Math</i> , Pearson                                    | 2009           | 2010–11       |
| Mathematics            | 6           | <i>Big Ideas Math Course 1: A Common Core Curriculum, CA</i> , Big Ideas Learning               | 2015           | 2014–15       |
| Science                | K–5         | <i>Full Option Science System (FOSS)</i> , Delta Education                                      | 2007           | 2008–09       |
| Science                | 6           | <i>California Focus on Earth Science</i> , Pearson Prentice Hall                                | 2008           | 2008–09       |