



BERYL HEIGHTS ELEMENTARY



920 Beryl Street, Redondo Beach, CA 90277
 2012-13 School Accountability Report Card ~ Published in 2013-14

Redondo Beach Unified School District

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RBUSD

MISSION STATEMENT

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

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

School Description and Mission Statement

Beryl Heights School, founded in 1909, is located in south Redondo Beach. Beryl provides a disciplined learning climate for all students.

Mission Statement

Students, parents, and staff are encouraged to learn and work together, to take risks, and to stretch themselves beyond their expectations. Staff members support and encourage students, parents and each other to accept and find the best in themselves and others. Beryl is a place where everyone learns and everyone teaches. An atmosphere of trust, caring, support and encouragement prevails. Learning communities' work together providing focus, constructive feedback, implementation support, and encouragement. Everyone takes responsibility for ensuring that each student and adult reaches his or her full potential. Students are challenged, supported and encouraged to set goals and take risks. There is a "can-do" attitude present in classrooms.

A strong partnership between home, school and community exists that recognizes that in order for the school to be successful each child must be successful. The school sees itself as one entity rather than individual classrooms. Everyone is dedicated to doing whatever it takes to ensure that each student is prepared to be the teachers, leaders, and dreamers of tomorrow.

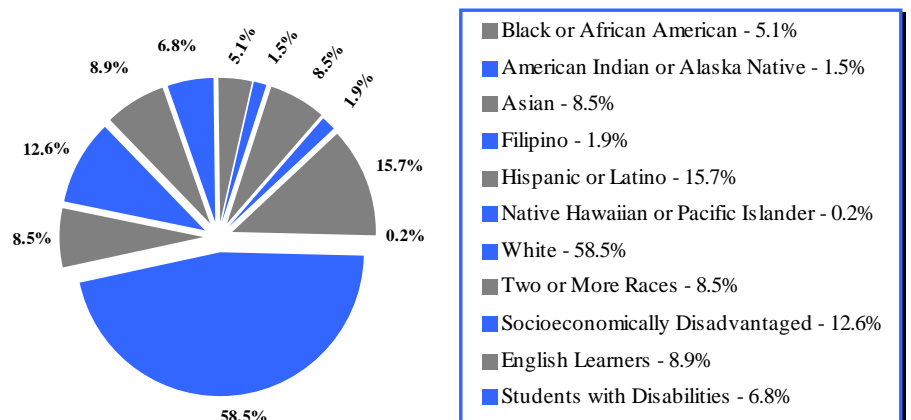
Opportunities for Parental Involvement

Our PTA president, Cindy Clausen, is Beryl's contact person for parental involvement. We encourage parental support in classrooms, Hands on Art, fundraisers, and PTA family nights. We also ask for involvement and attendance at Back to School Night, conferences, and Open House.

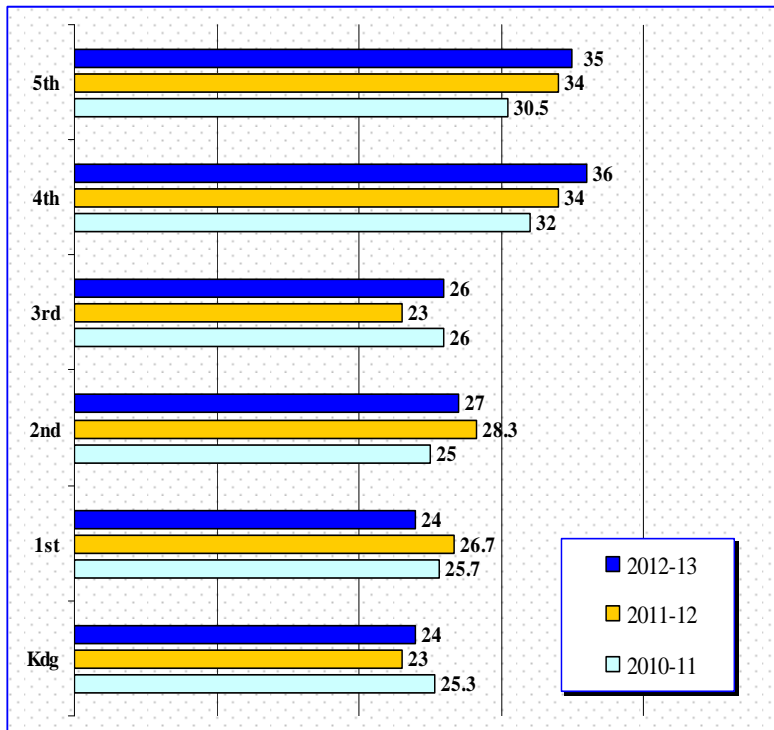
Student Enrollment by Grade Level (2012-13)

Kdg	1 st	2 nd	3 rd	4 th	5 th	Total
72	96	81	79	72	70	470

Student Enrollment by Subgroup (2012-13)



Average Class Size



Class Size Distribution

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

Suspensions and Expulsions

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

RATE	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	4.68	2.4	2.1	4.12	2.7	2.8
Expulsions	0.0	0.0	0.0	0.11	.08	.07

School Safety Plan

School safety is one of our highest priorities. Beryl has developed a school safety plan that encompasses all aspects of school safety. Our Emergency Plan is aligned with the State Emergency Management System (SEMS) and follows the guidelines stated in SEMS. The plan links communication, resources, and services and facilities under the direction of Frank DeSena, Assistant Superintendent. Every year the plan is revised and updated according to SEMS and the school's expectations and growth.

School Facility Conditions and Planned Improvements (2013-14)

The staff and community at Beryl implement and support Character Counts. Students are recognized at trimester assemblies for exemplifying the pillars of Character. The program helps create a positive learning environment where students feel respected and learn how to work successfully with peers, staff, and community. A student handbook is distributed to all students and parents that outlines disciplinary procedures and expectations for the students.

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

Overall Facility Rate (School Year 2012-13)	Exemplary
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TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school 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 2012-13
	2010-11	2011-12	2012-13	
With Full Credential	18	18	18	376
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Professional Development (School Year 2012-13)

Our teachers participate in district wide professional development and principal-led and teacher-led staff development in all curriculum areas, particularly in the Common Core standards.

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

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

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

Support Staff (School Year 2012-13)

The following is a list of support staff their fulltime equivalent. The average number of students per Academic Counselor is 470.

Academic Counselor	.5	
Librarian	1	
Psychologist	.5	
Social Worker		
Nurse		
Health Aide	1	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)		
Other		

CURRICULUM AND INSTRUCTIONAL MATERIALS

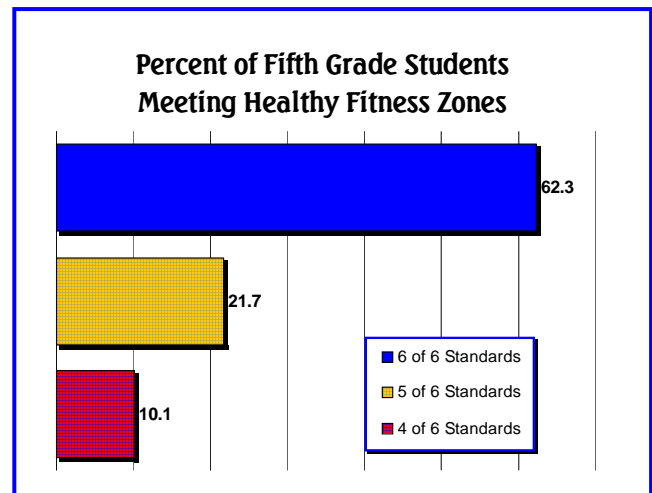
Quality, Currency, and Availability of Textbooks and Instructional Materials (2013-14)

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

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

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

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Website [Physical Fitness Testing \(PFT\)](#).



STUDENT PERFORMANCE

Standardized Testing and Reporting Program

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

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

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

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

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

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

Subject	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language	79	87	85	74	78	78	54	56	55
Mathematics	90	93	90	67	69	67	50	51	50
Science	93	100	93	82	84	82	57	60	59
History-Social Science	n/a	n/a	n/a	70	72	74	48	49	49

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	67	82	74
All Students at the School	85	90	93	n/a
Male	82	89	91	n/a
Female	89	91	94	n/a
Black or African American	83	83	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	86	86	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	74	87	82	n/a
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a
White	88	92	98	n/a
Two or More Races	92	100	n/a	n/a
Socioeconomically Disadvantaged	67	79	72	n/a
English Learners	69	77	n/a	n/a
Students with Disabilities	17	48	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

ACCOUNTABILITY

Academic Performance Index (API)

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

API Ranks - Three-Year Comparison

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

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.

Academic Performance Index

Growth by Student Group Three-Year Comparison	Group	Actual API Change		
		2010-11	2011-12	2012-13
<p>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.</p> <p>Note: "N/D" or blank means that no data were available to the CDE or LEA to report.</p>	All Students at the School	-20	24	-11
	Black or African American			
	American Indian or Alaska Native			
	Asian			
	Filipino			
	Hispanic or Latino			
	Native Hawaiian or Pacific Islander			
	White	-21	26	-15
	Two or More Races			
	Socioeconomically Disadvantaged			
	English Learners			
	Students with Disabilities			

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

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

Group	2012-13 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	293	941	6,442	887	4,655,989	790
Black or African American	18	929	436	826	296,463	708
American Indian or Alaska Native	6		31	835	30,394	743
Asian	26	941	739	939	406,527	906
Filipino	7		179	919	121,054	867
Hispanic or Latino	45	890	1,458	830	2,438,951	744
Native Hawaiian or Pacific Islander	1		62	871	25,351	774
White	178	955	3,262	908	1,200,127	853
Two or More Races	12	995	275	892	125,025	824
Socioeconomically Disadvantaged	47	864	1,492	824	2,774,640	743
English Learners	22	906	613	805	1,482,316	721
Students with Disabilities	37	749	819	750	527,476	615

Adequate Yearly Progress

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

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

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

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

Federal Intervention Program (2013-14)

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

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50.0%

SCHOOL FINANCES

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	7658.47	2475.77	5182.69	68503.83
District			5361.19	71706.
Percent Difference School Site and District			-3.3%	-6.4%
State			5537.	67106.
Percent Difference School Site and State			-5.1%	0.0%

Teacher and Administrative Salaries (Fiscal Year 2011-12)

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits Web page](#).

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

Types of Services Funded (Fiscal Year 2012-13)

Last year Beryl Heights received funds for EIA and provided during and after school intervention for our English Language Learners.



Data and Access

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

DataQuest

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

Internet Access

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

Additional Information

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