



# BERYL HEIGHTS ELEMENTARY



920 Beryl Street, Redondo Beach, CA 90277  
 2011-12 School Accountability Report Card ~ Published in 2012-13

## Redondo Beach Unified School District

**Principal**  
 Mrs. Karen Mohr

**Superintendent**  
 Dr. Steven Keller

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- Anita Avrick, President
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- Jane Diehl, Presiding Officer
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- Daniella Ruotolo, Student Member

### RBUSD

#### MISSION STATEMENT

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

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

## School Description and Mission Statement

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.

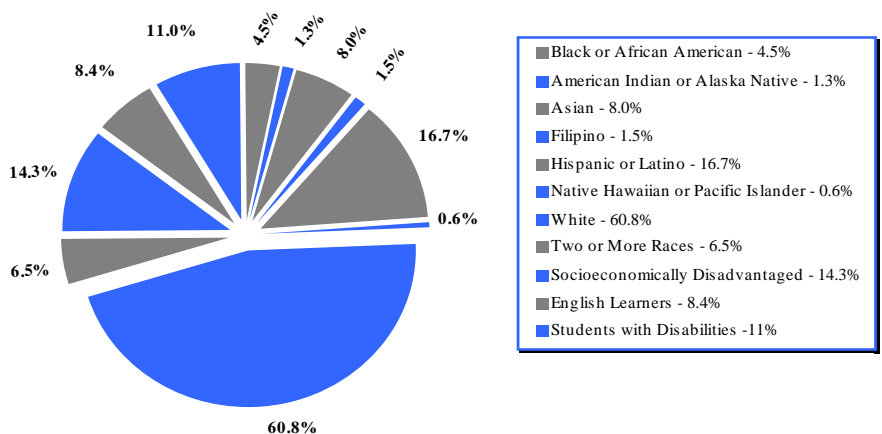
## Opportunities for Parental Involvement

Our PTA president, Linda Buck, 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.

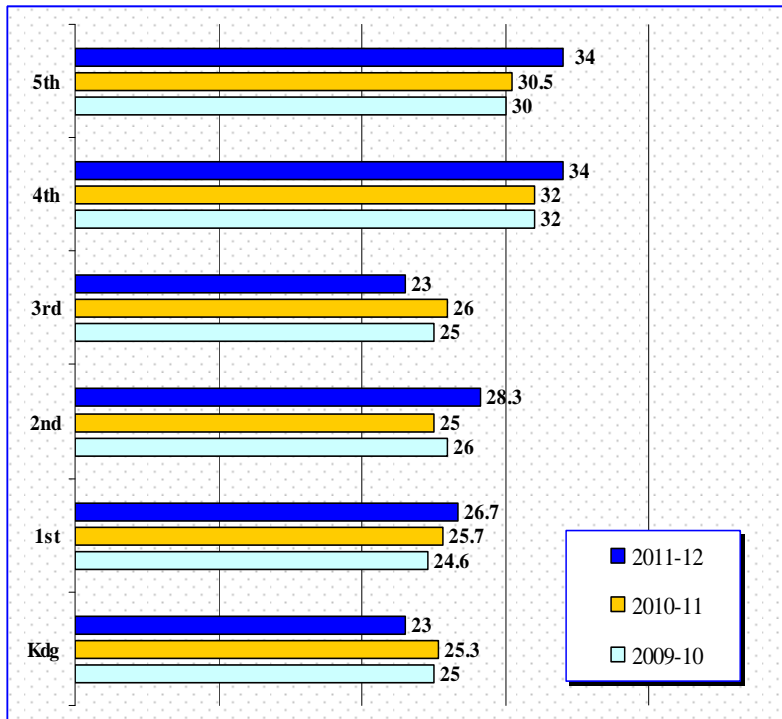
### Student Enrollment by Grade Level (2011-12)

| Kdg | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup> | Total |
|-----|-----------------|-----------------|-----------------|-----------------|-----------------|-------|
| 92  | 80              | 85              | 69              | 68              | 68              | 462   |

### Student Enrollment by Subgroup (2011-12)



## Average Class Size



## Class Size Distribution

| Yr.     | Grade Level | Number of Classes |       |     |
|---------|-------------|-------------------|-------|-----|
|         |             | 1-20              | 21-32 | 33+ |
| 2009-10 | K           |                   | 3     |     |
|         | 1           |                   | 3     |     |
|         | 2           |                   | 2.5   |     |
|         | 3           |                   | 2.5   |     |
|         | 4           |                   | 1     | 1   |
| 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   |
|         | 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 |         |         |
|-------------|---------|---------|---------|----------|---------|---------|
|             | 2009-10 | 2010-11 | 2011-12 | 2009-10  | 2010-11 | 2011-12 |
| Suspensions | 1.64    | 4.68    | 2.4     | 3.07     | 4.12    | 2.7     |
| Expulsions  | 0.0     | 0.0     | 0.0     | .05      | 0.11    | .08     |

## 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 (2012-13)

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 Taken or Planned |
|--|---------------|------|------|------|--|
|  | Exemplary     | 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 Rating   | Good          |      |      |      |  |

## 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 |
|---|---------|---------|---------|----------|
|   | 2009-10 | 2010-11 | 2011-12 |          |
| With Full Credential                        | 16      | 18      | 18      | 380      |
| Without Full Credential                     | 0       | 0       | 0       | 0        |
| Teaching Outside Subject Area of Competence | 0       | 0       | 0       | 0        |

### Professional Development

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

### Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

### Support Staff

The following is a list of support staff their fulltime equivalent. The average number of students per Academic Counselor is 462.

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

## CURRICULUM AND INSTRUCTIONAL MATERIALS

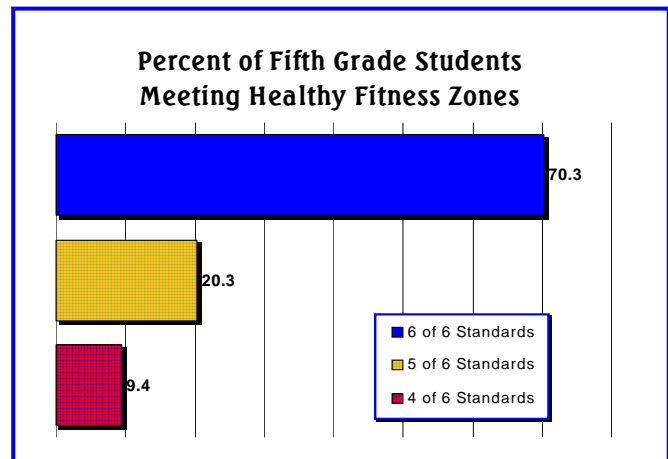
### Quality, Currency, and Availability of Textbooks and Instructional Materials (2012-13)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. This information was received and approved by the Board of Education on October 2, 2012.

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

### California Physical Fitness Test Results

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



## STUDENT PERFORMANCE

### Standardized Testing and Reporting Program

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

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

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

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

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

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

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

| Subject                | School  |         |         | District |         |         | State   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2009-10 | 2010-11 | 2011-12 | 2009-10  | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 |
| English-Language       | 84      | 79      | 87      | 72       | 74      | 78      | 52      | 54      | 56      |
| Mathematics            | 91      | 90      | 93      | 64       | 67      | 69      | 48      | 50      | 51      |
| Science                | 94      | 93      | 100     | 79       | 82      | 84      | 54      | 57      | 60      |
| History-Social Science | 0       | 0       | 0       | 68       | 70      | 72      | 44      | 48      | 49      |

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

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

| Group   | Percent of Students Scoring at Proficient or Advanced |             |         |                        |
|---|---|-------------|---------|------------------------|
|   | English Language Arts                                 | Mathematics | Science | History-Social Science |
| All Students in the LEA                       | 78  | 69          | 84      | 72                     |
| All Students at the School                    | 87  | 93          | 100     |                        |
| Male  | 84  | 92          | 100     |                        |
| Female  | 91  | 93          | 100     |                        |
| Black or African American                     | 93  | 87          |         |                        |
| American Indian or Alaska Native              |   |             |         |                        |
| Asian   | 83  | 93          |         |                        |
| Filipino                                      |   |             |         |                        |
| Hispanic or Latino                            | 73  | 84          | 100     |                        |
| Native Hawaiian or Pacific Islander           |   |             |         |                        |
| White   | 92  | 97          | 100     |                        |
| Two or More Races                             |   |             |         |                        |
| Socioeconomically Disadvantaged               | 68  | 86          |         |                        |
| English Learners                              | 70  | 90          |         |                        |
| Students with Disabilities                    | 48  | 72          |         |                        |
| Students Receiving Migrant Education Services |   |             |         |                        |

## ACCOUNTABILITY

### Academic Performance Index (API)

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

### API Ranks - Three-Year Comparison

| API Rank        | 2009 | 2010 | 2011 |
|-----------------|------|------|------|
| Statewide       | 10   | 10   | 10   |
| Similar Schools | 10   | 10   | 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<br>Three-Year Comparison  | Group                               | Actual API Change |         |         |
|---|-------------------------------------|-------------------|---------|---------|
|   |                                     | 2009-10           | 2010-11 | 2011-12 |
| <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" means that no data were available to the CDE or LEA to report.</p> | All Students at the School          | 6                 | -20     | 24      |
|   | Black or African American           |                   |         |         |
|   | American Indian or Alaska Native    |                   |         |         |
|   | Asian                               |                   |         |         |
|   | Filipino                            |                   |         |         |
|   | Hispanic or Latino                  |                   |         |         |
|   | Native Hawaiian or Pacific Islander |                   |         |         |
|   | White                               | 6                 | -21     | 26      |
|   | Two or More Races                   |                   |         |         |
|   | Socioeconomically Disadvantaged     |                   |         |         |
|   | English Learners                    |                   |         |         |
|   | Students with Disabilities          |                   |         |         |

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

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

| Group                               | 2012 Growth API    |        |                    |     |                    |       |
|-------------------------------------|--------------------|--------|--------------------|-----|--------------------|-------|
|                                     | Number of Students | School | Number of Students | LEA | Number of Students | State |
| All Students at the School          | 281                | 952    | 6,285              | 891 | 4,664,264          | 788   |
| Black or African American           | 14                 | 937    | 434                | 833 | 313,201            | 710   |
| American Indian or Alaska Native    | 6                  |        | 38                 | 833 | 31,606             | 742   |
| Asian                               | 29                 | 945    | 760                | 944 | 404,670            | 905   |
| Filipino                            | 6                  |        | 172                | 918 | 124,824            | 869   |
| Hispanic or Latino                  | 44                 | 906    | 1,443              | 835 | 2,425,230          | 740   |
| Native Hawaiian or Pacific Islander | 3                  |        | 67                 | 892 | 26,563             | 775   |
| White                               | 173                | 970    | 3,201              | 910 | 1,221,860          | 853   |
| Two or More Races                   | 6                  |        | 167                | 911 | 88,428             | 849   |
| Socioeconomically Disadvantaged     | 37                 | 906    | 1,297              | 825 | 2,779,680          | 737   |
| English Learners                    | 20                 | 914    | 568                | 797 | 1,530,297          | 716   |
| Students with Disabilities          | 33                 | 824    | 802                | 743 | 530,935            | 607   |



### Adequate Yearly Progress

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

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

| AYP Overall and by Criteria                           | School | District |
|---|--------|----------|
| <b>Made AYP Overall</b>                               | Yes    | No       |
| <b>Met Participation Rate - English-Language Arts</b> | Yes    | Yes      |
| <b>Met Participation Rate - Mathematics</b>           | Yes    | Yes      |
| <b>Met Percent Proficient - English-Language Arts</b> | Yes    | No       |
| <b>Met Percent Proficient - Mathematics</b>           | Yes    | No       |
| <b>Met API Criteria</b>                               | Yes    | Yes      |
| <b>Met Graduation Rate</b>                            | N/A    | No       |

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

### Federal Intervention Program (2012-13)

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

| Indicator  | School | District         |
|--|--------|------------------|
| <b>Program Improvement Status</b>                          |        | <b>Not In PI</b> |
| <b>First Year of Program Improvement</b>                   |        |                  |
| <b>Year in Program Improvement</b>                         |        |                  |
| <b>Number of Schools Currently in Program Improvement</b>  |        | <b>2</b>         |
| <b>Percent of Schools Currently in Program Improvement</b> |        | <b>15.4%</b>     |

## SCHOOL FINANCES

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

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

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|--|------------------------------|---------------------------------------|--------------------------------|------------------------|
| <b>School Site</b>                                 | <b>7984.93</b>               | <b>2628.17</b>                        | <b>5356.76</b>                 | <b>68366.56</b>        |
| <b>District</b>                                    |                              |                                       | <b>5362.62</b>                 | <b>71,246.</b>         |
| <b>Percent Difference School Site and District</b> |                              |                                       | <b>-0.1%</b>                   | <b>-4.0%</b>           |
| <b>State</b>                                       |                              |                                       | <b>\$5,455.</b>                | <b>\$66,336.</b>       |
| <b>Percent Difference School Site and State</b>    |                              |                                       | <b>-1.8%</b>                   | <b>3.1%</b>            |

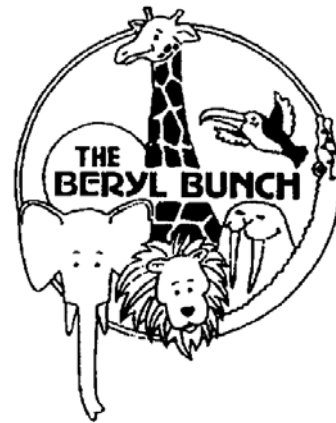
## Teacher and Administrative Salaries (Fiscal Year 2010-11)

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

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$47,290        | \$40,656                                     |
| Mid-Range Teacher Salary                      | \$70,589        | \$64,181                                     |
| Highest Teacher Salary                        | \$84,914        | \$82,486                                     |
| Average Principal Salary (Elementary)         | \$104,765       | \$102,165                                    |
| Average Principal Salary (Middle)             | \$108,964       | \$108,480                                    |
| Average Principal Salary (High)               | \$113,308       | \$117,845                                    |
| Superintendent Salary                         | \$230,440       | \$181,081                                    |
| Percent of Budget for Teacher Salaries        | 42.00%          | 40.00%                                       |
| Percent of Budget for Administrative Salaries | 5.00%           | 6.00%  |

## Types of Services Funded (Fiscal Year 2011-12)

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



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

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

### [Ed-Data Partnership Web Site](#)

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