



BEVERLY VISTA SCHOOL



2007-08 Annual School Accountability Report Card

A Report of 2007-08 Activity Published in November 2008

Beverly Vista School Grades K-8

Erik Warren, Principal
200 South Elm Drive
Beverly Hills, CA 90212
(310) 229-3669

Board of Education

Myra Demeter, Ph.D.
Myra B. Lurie
Nooshin Meshkaty
Steven Fenton
Brian D. Goldberg, Ph.D.
Zachary Kahn (student)

District Administration

Kari McVeigh
Superintendent

Sal Gumina
Assistant Superintendent
Human Resources

Cheryl Plotkin
Assistant Superintendent
Business Services

Ilene W. Straus, Ed.D.
Assistant Superintendent
Educational Services K-12

Contents

Principal's Message
District & School Profile
Parent Involvement
Student Achievement
School Facilities & Safety
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data & Access

The statistical information disclosed in this report was obtained from the California Department of Education and the Beverly Hills Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Instructional materials were acquired in August 2008 and school facilities information was acquired in September 2008.

PRINCIPAL'S MESSAGE

Welcome to Beverly Vista School's Annual School Accountability Report Card. The purpose of this document is to provide parents with information about our school's instructional programs, academic achievement, textbooks, safety procedures, facilities, and professional staff. Understanding our educational program will help our families and community join our efforts in providing an outstanding learning experience for children.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a warm yet stimulating environment where students are actively involved in learning academics as well as positive values. Together we can challenge students to realize their full potential.

DISTRICT & SCHOOL PROFILE

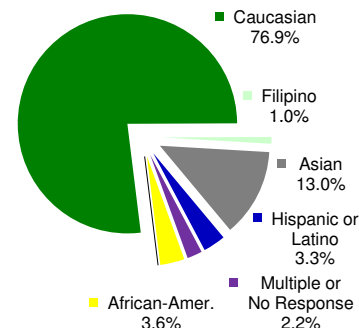
Beverly Hills Unified School District is located in the western portion of Los Angeles, just below the Santa Monica mountains and next door to West Hollywood. More than 5,300 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of four K-8 schools, one comprehensive high school, and one continuation high school.

Beverly Vista School is located in the southern region of the district's boundaries and is considered a neighborhood school. Many of Beverly Vista School's students are the children and grandchildren of alumni who value the school's long-standing traditions of excellence. During the 2007-08 school year, Beverly Vista School served 724 students in grades K-8. Student enrollment included 14.92% receiving special education services, 12.2% qualifying for English Language Learner support, and 5.8% qualifying for free or reduced-price lunch. The curricular program for K-5 students is provided in a self-contained classroom while students in grades 6-8 participate in a departmental rotation for their lessons.

Beverly Vista School recently received the California Distinguished School and National Blue Ribbon awards in recognition of its continued efforts in exceeding state and federal expectations. Everyone at Beverly Vista School takes great pride in maintaining high standards of scholarship and citizenship. Student growth and achievement are the primary goals of school programs. Skilled and dedicated staff, motivated students, and supportive parents work together to achieve desired outcomes.



Percentage of Students by Ethnicity
2007-08 Enrollment: 724



DISTRICT MISSION

The mission of the Beverly Hills Unified School District, the heart of our city's pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; an exemplary instructional and support team; student-centered active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and joy of learning.

PARENT INVOLVEMENT

"Together Everyone Achieves More" is exemplified by parent involvement. Parents are encouraged to get involved in Beverly Vista School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. Parents may coordinate classroom assistance directly with their child's teacher. Back to School Night, Open House, student performances, BV Fun Day, and graduation ceremonies provide opportunities for parents to interact with school staff while supporting their child's efforts. The School Site Council, English Learner Advisory Council, District Special Education Advisory Council, and Parent Teacher Association provide opportunities for parents to have input on curricular programs

and financial planning. Parents seeking more information about becoming an active member in the school community may contact any staff member in the school office at (310) 229-3669.

School-to-home communication takes place in a variety of formats. At the beginning of each school year, sixth, seventh, and eighth grade students and their parents are invited to an annual orientation meeting. Once a month the PTA issues an electronic newsletter featuring highlights of recent events, upcoming activities, a message from the principal, safety and attendance reminders, and special announcements. A monthly calendar of events including the food services menu is sent home and is available online. Many teachers prepare newsletters to update parents on classroom activities and assignments. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home.

Parents are encouraged to contact school staff through e-mail and check the school's website for valuable information about the school, PTA, staff, and schedules. On occasion, large banners are displayed in prominent locations on campus to announce special activities and messages. Parents may access current grades, academic progress, and attendance records for their child through the ABI portal located on the school's website. Beverly Vista Elementary's combined student body speaks over 14 languages at home; when necessary, school-to-home communication is provided in other languages (i.e., Farsi) as well as English.

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress collectively as a school and individually, Beverly Vista School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of Beverly Vista School's instructional programs. These assessments include teacher tests, classroom observation, report card grades, and results of standardized tests.

ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2007-08 AYP cycle, elementary and middle schools must achieve a 35.2% or higher proficiency rate in English/Language Arts and 37.0% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 620 or higher or increasing the API growth by one point.

The AYP table in this report illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2007-08

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Beverly	
	Vista	BHUSD
Overall School Results	Yes	Yes
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	Yes
Math	Yes	Yes
API	Yes	Yes

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

STANDARDIZED STATE ASSESSMENTS

Students at Beverly Vista School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST) and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CALIFORNIA STANDARDS TESTS (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report (page 3) illustrate the percentage of Beverly Vista School students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

PHYSICAL FITNESS

In the spring of each year, Beverly Vista School is required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 49.39% of fifth grade students and 31.5% of seventh grade students scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests (CAT-6 and CST, located on pages two and three of this report). Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report (page 3) highlights Beverly Vista School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores.

NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Beverly Vista School received Title I Targeted Assistance funds and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

**California Standards Test Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Beverly Vista			BHUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	74	75	75	73	73	73	42	43	46
Math	75	73	75	70	66	62	40	40	43
Science	64	67	68	69	67	73	35	38	46
History	87	82	88	65	56	59	33	33	36

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

**California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Beverly Vista						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	58	*	81	*	68	*	76
Math	56	*	86	*	65	*	75
Science	*		79	*	*	*	68
History	*		85	*	*	*	88

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

**California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Beverly Vista					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	73	77	32	58		
Math	79	72	52	57		
Science	77	58	35	*		
History	94	80	*	*		

**Academic Performance Index (API)
Three-Year Performance Comparison**

	2008 API Score	API Rank		
		05-06	06-07	07-08
Statewide Rank	897	10	9	10
Similar Schools Rank	890	8	7	8

	2008 API Score	Increase/Decrease in API		
		05-06	06-07	07-08
Results				
Schoolwide - All Students	897	-2	2	7
Ethnic Subgroups				
Caucasian	890	-5	-5	0
Other Subgroups				
Students with Disabilities	758			

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website <http://www.cde.ca.gov/ta/ac/ay/>.

Title I Program Improvement (PI) Status

	Beverly Vista	BHUSD
PI Status	Not in PI	Not In PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		0
Percent of Schools Currently Identified for PI		0.0%

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Beverly Vista School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1924; since that time, original buildings have undergone a series of improvements due to earthquakes in 1933 and 1994. In 1995, three of the school's buildings were vacated and replaced with a new structure in 2002.

Campus Description

Year Built	1924
Acreage	6.87 ac
Square Footage	94,967 sq. ft.
Total Number of Buildings	3
	Qty.
# of Permanent Classrooms	52
# of Portable Classrooms	0
# of Restrooms (student use)	10 sets & 3 Kinder.
Computer Lab	2
Atrium with amphitheater-style seating	1
Cafeteria	1
Auditorium	1
Band Room	1
Library	1
Multipurpose Room	1
Music Room	1
English Learning Room	1
Staff Lounge	1
Teacher Work Room	2
Spanish Room	1
French Room	1
Art Room	1

2007-08 School Improvements:

- Repainted interior corridors of Building "C"
- Installation of new playground equipment
- Installation of playground hardscape
- Addition of three kindergarten classrooms in October 2007
- Restoration of auditorium
- Installation of bulletin boards and backpack hooks along first and second floor of Building "C"
- Installation of irrigation

- Modified classroom entry locks for improved security
- Installation of grass at perimeter parkways as part of the beautification project

SUPERVISION & SAFETY

The Beverly Hills Police Department provides police and traffic officers for traffic control in the morning and after school. A school resource officer is on campus four days a week to assist with student supervision as well as substance abuse counseling.

As students arrive on campus, playground assistants monitor K-8 playground areas; middle school students line up at their classroom door ten minutes prior to their first class. During recess and lunch, eight playground assistants monitor student activities on the playground and in the cafeteria. The city's parks and recreation department sponsors lunch-time activities in the atrium; some students visit the library during their lunch period. When students are dismissed at the end of the day, one playground assistant is stationed at the main exit gate to ensure students depart in a safe and orderly manner. The principal, assistant principal, custodian, school resource officer, and playground assistants carry hand-held radios to facilitate routine and emergency communications concerning student safety.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Beverly Vista School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current school site safety plan was reviewed, updated and shared with school staff in February 2008.

FACILITIES MAINTENANCE

School custodial staff and the district's maintenance and operations department (M&O) work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Monthly M&O meetings facilitate discussions concerning safety issues, maintenance needs, cleaning practices, and training. Custodians are required to comply with Beverly Hills Unified School District's approved cleaning standards and policies outlined in the custodial handbook. Parents who wish to review the district's policies may contact the Maintenance & Operations Department or Beverly Vista School's office.

Maintenance & Operations (M&O) employs a work order process enabling Beverly Vista School to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers and staff submit requests to the principal or designated office staff who prepares and forwards an electronic work order to M&O for resolution; in some cases, teachers will contact the custodian directly to address minor projects. Emergency situations are immediately resolved either by the school custodian or district maintenance staff; general requests are typically addressed within two weeks.

Campus facilities are cleaned daily; one full-time day custodian, three full-time evening custodians, and one groundskeeper are assigned to Beverly Vista School and work closely with the principal for routine maintenance, daily custodial duties, and preparation for special events. The principal and lead custodian communicate daily regarding campus cleaning needs and safety concerns. Every morning before school begins, the lead custodian and groundskeeper inspect the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds.

The day custodian is responsible for general upkeep of campus and keeping restrooms, classrooms, office, cafeteria, and other facilities in an orderly and secure condition. The day custodian checks restrooms frequently throughout the day to ensure they are in sanitary condition and properly stocked. During the 2007-08 school year, restrooms were fully operational, in good working condition, and available for student use. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, and other facilities; daily duties include cleaning student desktops.

A team of four senior groundskeepers and one senior lead groundskeeper are responsible for general landscaping and irrigation projects; the groundskeeping team visits Beverly Vista School on a rotational basis.

Beverly Vista School works closely with the district's Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Beverly Vista School took place on September 10, 2008. The Facility Inspection table illustrated in this report identifies the state-required inspection areas, disclosing the operational status in each of those areas. During the 2007-08 school year, 100% of restrooms were fully operational and available for student use at all times.

DEFERRED MAINTENANCE

Beverly Hills Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Beverly Vista School received \$135,126.03 of deferred maintenance funds which were used for routine repairs and building improvements.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

School staff support an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their decisions. Character education instruction and discipline models are based upon the district's character education program, the *Beverly Hills Way*, which is comprised of five components – respect, responsibility, integrity, caring, and citizenship – taught through the curriculum over a five-year period.

Each year, one of the five character traits is emphasized in themed activities and class discussions. For K-5 students, behavioral traits are embedded in daily classroom lessons and referenced throughout the day in a variety of settings. Students participate in formal and informal discussions about the meaning of each behavioral trait and when the behavior may be applied. All school staff encourage students to practice the *Beverly Hills Way* behavior while at school and at home.

Teachers have established grade-appropriate classroom management and incentive programs based on general school rules to maintain an

School Facility Good Repair Status				
Item Inspected	Status			
Most Recent Inspection: September 10, 2008	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			E110: Multipurpose Room - Clear wall/door floor tracks.
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical	✓			Room C109: Replace light bulbs. Room C201: Replace hallway ceiling light bulb. Room C213: Replace exterior hallway/stairs ceiling light bulb. E104 Girls' Lockerroom: Replace light bulbs. E112: Boys' Lockerroom - Replace light bulbs.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary	✓			
<i>The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. The noted light bulbs will be addressed by the custodial staff.</i>				

effective learning environment. School and classroom rules are posted in the classroom. Behavior expectations are outlined in the student handbook and First Day Packet. Students (grades 3-8) are provided with an "Agenda" which includes school policies, a student planner, and areas for parents to regularly correspond with their child's teacher. At the beginning of the school year, teachers review student responsibilities in the classroom. During the first week of school, the principal and assistant principal conduct grade level assemblies to reinforce school rules, safety procedures, consequences for poor behavior, and academic expectations. Students are reminded to conduct themselves in a responsible, respectful manner as needed by their classroom teachers and at school assemblies.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship in the classroom. Students who continue to make poor choices in conduct are referred to the principal or assistant principal; consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

Suspensions & Expulsions			
Beverly Vista			
	05-06	06-07	07-08
Suspensions (#)	41	80	48
Suspensions (%)	5.69%	10.93%	6.63%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
BHUSD			
Elementary Schools			
	05-06	06-07	07-08
Suspensions (#)	229	274	183
Suspensions (%)	7.87%	9.56%	6.46%
Expulsions (#)	1	0	0
Expulsions (%)	0.03%	0.00%	0.00%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

At the end of each semester, students are awarded for outstanding academic achievement and citizenship. Teachers present unique awards, in areas representative of their specific grade level or subject area, to those students meeting designated criteria. Middle school students may accumulate higher levels of scholarship or earn Honor Roll placement as they move through the grade levels; at the end of the year, students may qualify for an academic trophy based on their accumulated honors.

ENRICHMENT ACTIVITIES

Students are encouraged to participate in Beverly Vista School's extracurricular activities as well as take advantage of city-sponsored programs. These activities promote positive attitudes, encourage achievement, and instill a sense of belonging among students. Students are encouraged to participate in field trips, student government, the National Science Olympiad, Youth in Government, various math competitions, and service learning opportunities for enrichment. Middle school students are given the opportunity to participate in annual field trips for science enrichment: sixth grade students spend three days at Astro Camp; seventh grade

students spend three days at the Catalina Island Marine Institute; and eighth grade students spend six days at the Yosemite Institute.

The district sponsors a variety of after-school intramural sports programs to promote teamwork and good sportsmanship. The Beverly Hills Parks and Recreation Department sponsors after-school day-care programs that feature fun classes and Adventure Camp.

CLASS SIZE

Beverly Vista School strives to maintain small class sizes for all grade levels and participates in the state's Class Size Reduction Program (CSR) for grades K-3. This program provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to 20 students or less. During the 2007-08 school year, 100% of K-3 classes at Beverly Vista School participated in the CSR Program.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2005-06	2006-07	2007-08
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

The Class Size Distribution (grades K-5) and Teaching Load Distribution (grades 6-8) tables in this report illustrate the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.0	3		
1	16.0	3		
2	18.0	3		
3	19.7	2	1	
4	24.3		3	
5	29.0		3	
2006-07				
K	18.3	3		
1	19.3	3		
2	19.0	4		
3	18.3	3		
4	27.0		3	
5	26.3		3	
2007-08				
K	17.3	3.0		
1	19.0	3.0		
2	20.0	4.0		
3	19.3	3.0		
4	22.7		3.0	
5	28.3		3.0	

Teaching Load Distribution Departmentalized Instruction

Subject	Avg. Class Size	2005-06		
		Number of Classrooms		
		1-20	21-32	33+
English	22.1	8	15	
Math	25.8	4	8	1
Science	26.7	3	11	
Social Science	27.6	1	13	
2006-07				
English	25.0	4	18	1
Math	26.5	2	11	
Science	26.9	1	12	1
Social Science	25.0	3	11	
2007-08				
English	22.9	5	18	
Math	25.4	4	10	
Science	26.6	1	12	
Social Science	22.5	8	6	

INSTRUCTIONAL TIME

During the 2007-08 school year, Beverly Vista School offered 180 days of instruction comprised of regular, minimum, early release, and late start days. Grades K-5 were provided modified days for parent conferences; grades 6-8 were provided modified days for parent conferences, staff training activities, and teacher planning time.

All instructional minutes offered at Beverly Vista School during the 2007-08 school year exceeded state requirements specified in the California Education Code. The table below is a comparison of the minutes offered compared to the state's instructional time requirements.

Instructional Minutes 2007-08		
Grade Level	Actual Minutes Offered	State Requirement
	Kinder AM	40,500
Kinder PM	37,750	36,000
1-3	50,907	50,400
4-5	53,700	54,000
6-8	64,150	54,000
Grade Level	Total Modified Days	Total Regular Days
	Kinder AM	0
Kinder PM	13	167
1-3	53	127
4-5	55	126
6-8	50	130

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Beverly Hills Unified School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and identified based on the results of staff surveys, state assessment results, and administration/teacher input.

During the 2007-08 school year, Beverly Hills Unified School District offered three staff development days, which focused on common assessment and how best to utilize these assessments to monitor student progress (grades K-12). Portions of these days were led by administrators at school sites and at articulation meetings across the district. To provide ongoing training and support, K-8 Teacher Specialists, selected by their grade levels/departments and trained by Educational Services, led staff development workshops in the use of common assessments and the importance of analyzing student work for instructional improvement opportunities. Teachers on Special Assignment specializing in Mathematics worked with classroom teachers in K-8 in a coaching model along with Teachers on Special Assignment who served as BTSA Support Providers and facilitators of professional development sessions.

Staff Development Days Three-Year Trend

2005-06	2006-07	2007-08
4	4	4

A portion of staff development days were held at each of the school sites. During the 2007-08 school year, Beverly Vista School sponsored four site-based staff development days which focused on analyzing assessment results and student work, identifying indicators of student learning, lesson demonstrations, and grade level articulation. During common planning periods, teachers collaborate among each other and with the principal to review formative assessment results and discuss concerns regarding students who are not meeting grade level proficiency standards.

The district supplements professional development activities with additional training sessions and workshops year-round to support newly adopted and ongoing programs. Supplemental professional development is offered throughout the school year and over the summer break. District-sponsored training sessions offered during the 2007-08 school year included:

- Digital Classroom Training
- Social Studies Textbook Adoption Training – K-8
- Developing Mathematical Intelligences – K-8
- Mathematical Routines – K-5

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers providing skills assistance over a two-year period. The Peer Assistance and Review program is designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers.

The principal encourages teachers to attend professional workshops and conferences in their field of expertise. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Los Angeles County Office of Education. Long-term substitutes are invited to participate in district staff development activities. New staff members (teaching and non-teaching) receive DART training and are invited to evening workshops emphasizing classroom management skills, content knowledge, and instructional strategies

to increase their success in the classroom. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Beverly Hills Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. For a period of 30 days prior to adoption, parents may visit the district office to review textbooks that have been recommended for adoption by the Board of Education.

On October 7, 2008 at 7:00 p.m., Beverly Hills Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #2008-2009-007 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2008-09 school year, all students enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

SCHOOL LEADERSHIP

Leadership at Beverly Vista School is a responsibility shared among school administrators, instructional staff, and parents. Teamwork between the principal and assistant principal ensures both curricular and operational components of Beverly Vista function properly. The principal is responsible for the day-to-day operations and overall instructional program; the assistant principal shares many of the duties associated with running an effective school, however, primary responsibilities include managing attendance and student discipline issues and coordinating student study team meetings.

As part of the principal's decision-making process, feedback, advice, and input from instructional staff through task-focused teams and grade level teams are used to guide curricular programs. Task-focused teams are created as needed to oversee implementation of specific projects and decision-making efforts to meet school goals. Team members are selected for their unique expertise in both grade level and subject area content. Grade level teams meet twice a month during common prep periods to discuss student performance and collectively address inquires concerning instructional strategies and programs.

The School Site Council (SSC) is comprised of administrators, teachers, and parents and meets once a month. The SSC is responsible for reviewing and approving the school site plan, the school safety plan, and annual budget. Council members serve as a liaison between the school and community.

District Adopted Textbooks (Grades K-8)

Year Adopted	Publisher	Series	Grades
Math			
2001	Houghton Mifflin	<i>Mathematics</i>	K-5
2001	McDougal Littell	<i>Mathematics: Concepts & Skills</i>	6-8
2001	McDougal Littell	<i>Mathematics; Structure & Method</i>	6-8
Language Arts			
2002	Houghton Mifflin	<i>A Legacy of Literacy</i>	K
2002	Houghton Mifflin	<i>Student Anthologies</i>	1-5
2002	Prentice Hall	<i>Timeless Voices, Timeless</i>	6-8
Science			
2008	Harcourt	<i>Harcourt Science</i>	K-4
2001	Harcourt	<i>Harcourt Science</i>	5
2001	Prentice Hall	<i>Focus on Earth Science</i>	6
2001	Prentice Hall	<i>Focus on Life Science</i>	7
2001	Prentice Hall	<i>Focus on Physical Science</i>	8
2003	ETR Associates	<i>Safe Choices</i>	8
Social Science			
2007	Scott Foresman	<i>Scott Foresman History - Social Science for California</i>	K-5
2007	Holt, Rinehart & Winston	<i>World History, Ancient Civilizations</i>	6
2007	Holt, Rinehart & Winston	<i>World History, Medieval to Early Modern Times</i>	7
2007	Holt, Rinehart & Winston	<i>U.S. History, Independence to 1914</i>	8

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Beverly Vista School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

Students who regularly experience academic, social, or behavioral difficulty in the classroom are referred to a Student Study Team (SST). The team is responsible for addressing barriers that affect the ability of a student to perform at his or her best in school, recommending intervention strategies/services to meet the child's unique needs, and subsequently evaluating progress and modifying instruction as needed over time. A variety of strategies are considered to help promote academic success and may include but are not limited to differentiated class instruction, small group instruction outside the general education environment with resource specialist staff, and/or counseling.

Beverly Vista School's special education program is supported by highly qualified, caring staff. Two special education teachers and three special education aides provide full-day instruction in three special day classes. Three resource specialist teachers and two resource specialist aides provide individual and small group instruction for special education students either in their general education classroom or in the resource room. Special education students are mainstreamed as much as possible into the general education classroom and provided instruction in the least restrictive environment. Each student's curricular agenda is based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and coordinates specially-designed instruction based upon individual academic, social, and/or behavioral needs.

Students identified as English Learners (EL) are placed with a teacher who has been certified by the state to teach English Learners and are provided differentiated instruction in the general education classroom. For students in grades K-5, students are grouped by language and reading fluency levels to receive 30 minutes of ELD instruction as a supplement to regular language arts time. EL students in grades 6-8 may be placed in a 50-minute ELD course in lieu of an elective and as a supplement to their regular language arts class. ELD instruction for all grade levels focuses on language development, reading skills, vocabulary development, reteaching class lessons, and front-loading for future lessons. As students increase fluency in the English language, Beverly Vista School continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Beverly Vista School offers a Gifted and Talented Education program for students in grades 4-8 who have been recognized as high achievers by their teachers and through district testing. GATE students in grades 4-5 are clustered by grade level to receive differentiated instruction by GATE-trained teachers; GATE and high achieving students in grades 6-8 are placed in honors or advanced classes. GATE students are provided an accelerated curriculum in depth and breadth

and in some cases assigned special projects for enrichment. Students are invited to participate in district-sponsored educational field trips and special activities during the school day on a pull-out basis periodically throughout the year.

Beverly Vista School hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. A recommendation for student participation in one or more of Beverly Vista School's intervention programs typically comes from the Student Study Team, instructional staff/teachers, or the student's parent based upon classroom performance or state/district assessment results. Intervention strategies may include:

- Title I Tutoring is available before, during, and after school. Middle school students may visit with the Title I teacher during their study hall period to work on reading skills.
- After-school tutoring is provided by Maple Center volunteers and some of the middle school teachers. Services may be recommended by school staff and parents coordinate sessions directly with the center.
- Reading Specialist: One certificated K-2 teacher works with students in first and second grades who are reading below grade level proficiency standards. Students receive support between two and three days a week. Progress is evaluated at the beginning and end of the year; a diagnostic assessment is administered mid-year to analyze mastery of specific skill sets.
- Reading Plus: Students in sixth through eighth grade scoring at the Basic level or below on state reading assessments are required to enroll in Reading Plus in lieu of an elective.
- English Learners: Students who need additional assistance in acquiring the English language receive after-school assistance. Instruction is based upon each referred student's individual learning and fluency levels.
- After-school Tutoring: Teachers (grades 4-8) are available after school for tutoring. Students may

volunteer or be recommended to attend sessions to improve performance in any subject area.

- Study Skills: An elective course for middle school students is lead by the school counselor. Students are engaged in the "Why Try" curriculum designed to improve social skills and classroom performance through motivational strategies and incentive programs.

- Study Hall: Once a week, students may be referred for an extra period of instruction in a specific subject area in lieu of the general study hall period. Referred sixth and seventh grade students who are struggling in coursework (any subject area) receive an extra period of instruction.

- Seventh Grade Math Tutorial: Seventh grade students may be referred to after school Math intervention. Instruction is offered twice a week, 60 minutes a day, using a software-based program to increase basic math skills. Students progress at their own pace and learning level.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Beverly Vista School recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, the school employed 48 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a Bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Teacher Credentials & Assignments

	Beverly Vista				BHUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	43	47	48		281	296	303	
Teachers with Full Credential	43	47	48		277	290	298	
Teachers without Full Credential	0	0	0		4	6	5	
Teachers in Alternative Routes to Certification	0	0	0		2	5	5	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		2	1	0	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	3	0			11	6		
Teacher Misassignments - Total	5	5	0	0	45	75	0	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	5	5	0	0	45	75	0	0
Teacher Vacancies	0	0	0	0	0	0	0	1

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Beverly Vista	100.0%	0.0%
District Totals		
All Schools	99.7%	0.3%
High-Poverty Sch.	0.0%	0.0%
Low-Poverty Sch.	99.7%	0.3%

Teacher Education Levels

	2007-08	
	Beverly Vista %	BHUSD %
Doctorate	0.0	2.0
Master's Degree plus 30 or more semester hours	31.2	37.0
Master's Degree	25.0	22.4
Bachelor's Degree plus 30 or more semester hours	39.6	31.4
Bachelor's Degree	4.2	7.2
Less than a Bachelor's Degree	0.0	0.0

TEACHER EVALUATIONS

Evaluation procedures and criteria adopted by the Beverly Hills Unified School District are defined in the district's collective bargaining agreement. Teacher evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Probationary teachers are formally evaluated every year, permanent (tenured) teachers are evaluated once every two years. Evaluations are conducted by the principal or assistant principal who has been trained and certified for competency to perform teacher evaluations.

SUBSTITUTE TEACHERS

Beverly Hills Unified School District has a pool of 95 qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Beverly Vista School does not experience difficulty in obtaining a qualified substitute teacher from the district's pool. In the event a substitute teacher is not available, teachers share the responsibility and cover the absent teacher's class during their prep period.

SUPPORT SERVICES STAFF

Support service staff consists of school counselors, psychologists, and nurses. This expert team of support service staff, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08

	No. of Staff	FTE
Counselor	1	1.0
School Resource Officer	1	1.0
Psychologist	2	0.8
School Nurse	1	0.2
Health Technician	1	1.0

FTE = Full-Time Equivalent

In addition to providing academic guidance, school counselors conduct classroom visits to discuss social issues and conflict resolution, and identify and resolve diverse issues interfering with a student's ability to learn and succeed in school. The school resource officer meets with fifth and eighth grade students throughout the school year, teaching students how to resist peer pressure and live productive drug and violence-free lives (DARE - Drug Abuse Resistance Education).

Beverly Vista School welcomes volunteers from the city's Maple Center, a regional counseling center that sponsors activities with the students, discussing social and conflict resolution skills. School psychologists are available to assist with academic, social, and emotional issues as well as provide needed psycho-educational assessments to determine eligibility for special education services and to

facilitate coordination of Individual Education Plans (IEP). School nurses conduct health screening programs; health technicians provide basic first aid.

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

EXPENDITURES PER STUDENT

For the 2006-07 school year, Beverly Hills Unified School District spent an average of \$9,879 of total general funds to educate each student (based on 2006-07 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

	Salary Comparison 2006-07	
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$43,012	\$39,692
Mid-Range Teacher Salary	\$67,971	\$62,830
Highest Teacher Salary	\$80,617	\$80,472
Average Principal Salaries:		
Elementary School	\$111,754	\$98,460
High School	\$126,180	\$114,549
Superintendent Salary	\$200,000	\$166,547
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.1 %	40.2 %
Administrative Salaries	4.6 %	5.8 %

Current Expense of Education per Pupil

2006-07

Expenditures Per Pupil	Dollars Spent per Student				
	Beverly Vista	BHUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,344	\$6,565	96.6%	N/A	N/A
Restricted (Supplemental)	\$444	\$444	100.0%	N/A	N/A
Unrestricted (Basic)	\$5,900	\$6,120	96.4%	\$5,300	111.3%
Average Teacher Salary	\$65,551	\$69,296	94.6%	\$62,157	105.5%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received approximately \$4,640 per student in federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- Department of Rehabilitation
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials, Library Materials
- Education Technology
- K-12 Service Learning Initiative
- Peer Assistance & Review Program for Teachers
- Pupil Retention Block Grant
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Title I, II, III, IV, & V
- Tobacco-Use Prevention Education
- Vocational Programs

SARC DATA & ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Beverly Vista School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION

Parents may access Beverly Vista School's SARC and access the internet at any of the county's public libraries. The closest library to Beverly Vista School is the Beverly Hills Public Library located at 444 North Rexford Drive, Beverly Hills, CA 90210-4877.

Open to the Public: Mon.-Thurs. 10:00-9:00
Fri.-Sat. 10:00-6:00, Sun. 12:00-5:00
Phone: (310) 288-2220
www.bhpl.org
Number of Computers Available: 22
Printers Available: Yes