



Beverly Hills  
Unified School District  
CREATING A WORLD CLASS EDUCATION

BEVERLY HILLS HIGH SCHOOL • HORACE MANN • BEVERLY VISTA • HAWTHORNE • EL RODEO

# BEVERLY VISTA SCHOOL



## 2010-11 Annual School Accountability Report Card

A Report of 2010-11 Activity Published in January 2012

**Beverly Vista School**  
Grades K-8

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

**Board of Education**

Brian David Goldberg, Ph.D.  
Jacob Manaster  
Lisa Korbatov  
Noah Margo  
Lewis Hall  
Lucy Licht (student)

**District Administration**

Gary Woods, Ed.D.  
Superintendent

Alex Cherniss, Ed.D.  
Assistant Superintendent  
Business Services

Dawnalyn Murakawa-Leopard, Ed.D.  
Assistant Superintendent  
Human Resources

Jennifer Tedford, Ed.D.

Interim Director of Curriculum, Instruction  
and Professional Development

### 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 and school facilities documentation referred to in this report were acquired in October 2011 and November 2011 respectively.*

### 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 to provide an outstanding learning experience for children.

We are committed to provide the best educational program possible for our students. The excellent quality of our program reflects 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 achieve their full potential.

### DISTRICT 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. Almost 5,000 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.

### DISTRICT MISSION

The mission of Beverly Hills Unified School District is to inspire and empower each student to achieve academic excellence, embrace social and individual responsibility, and lead with integrity. To these ends, Beverly Hills Unified School District provides dynamic and enriching educational opportunities, collaborative community partnerships, and challenging and supportive learning environments

### SCHOOL PROFILE

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 2010-11 school year, Beverly Vista School served 694 students in grades K-8. Student enrollment included 9.9% receiving special education services, 17% qualifying for English learner support, and 6.2% enrolled in the free or reduced-price meal program. 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 has received the California Distinguished School and National Blue Ribbon awards in recognition of its efforts in exceeding state and federal expectations. Everyone at Beverly Vista



### Percentage of Students by Ethnicity/Grade Level 2010-11

Ethnic Group	%	Grade Level	#
African American	5.5%	Kindergarten	44
American Indian or Alaskan Native		Grade 1	63
Asian	16.6%	Grade 2	66
Filipino	1.2%	Grade 3	63
Hawaiian or Pacific Islander		Grade 4	74
Hispanic or Latino	0.1%	Grade 5	86
White (not Hispanic)	5.8%	Grade 6	94
Two or More Races	69.6%	Grade 7	89
	1.3%	Grade 8	115
		Total	
		Enrollment	694

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.

### SCHOOL MISSION

The mission of Beverly Vista School is to ensure that our students are humane, thinking, productive citizens, taught by a professional staff who nurture the affective, cognitive and physical development of our children, and instill continuously the joy of learning. We celebrate the diverse population whose backgrounds enhance the educational experience of our student body. We rejoice in the partnership that exists among our parents, students and staff which fosters a warm, caring environment.

### 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 in the library or school office, 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, Celebration of Books, book fairs, 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, School Facilities Advisory Committee, Title I Parent Advisory Committee, and Parent Teacher Association provide opportunities for parents to have input on curricular programs and financial planning. Throughout the year, Beverly Vista School sponsors parent education workshops for parents seeking a more in-depth understanding of the school's educational environment and programs; workshop topics are driven by parent interest. More information about becoming an active member in the school community can be obtained from any staff member in the school office or the PTA President 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. Frequently and as needed, the PTA issues electronic newsletters (*E-Tree*) 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 or use e-mail to update parents on classroom activities and assignments. Blackboard 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 promote school events and 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 18 languages at home; when necessary, school-to-home communication is provided in other languages 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 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in English/Language Arts and 68.5% 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 710 or higher or increasing the API growth by one point. The AYP table in this report illustrates the school's progress in meeting 2010-11 AYP target rates. More information on AYP can be found on the California

Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Beverly Vista	BHUSD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	No
Percent Proficient		
Language Arts	Yes	Yes
Math	Yes	Yes
API	915	891
Graduation Rate	N/A	90.0
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	15/15	0
Number of Criteria Possible		

## 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 a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

The CST aids in determining the level of individual proficiency required by the state. The CMA is administered in lieu of the CST to some students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The STS measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

STAR Results All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Beverly Vista			BHUSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	78	81	84	76	77	80	50	52	54
Math	73	77	79	64	65	66	46	48	50
Science	75	80	85	75	76	82	50	53	56
History	86	89	85	72	69	74	41	44	48

*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.*

STAR Results Ethnic Subgroups										
Percentage of Students Scoring at Proficient and Advanced Levels 2010-11										
	Beverly Vista									
	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races		
English-Language Arts	75		82		60			87		
Math	61		93		50			79		
Science			79					89		
History			77					89		

*In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.*

STAR Results Other Subgroups						
Percentage of Students Scoring at Proficient and Advanced Levels 2010-11						
	Beverly Vista					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	82	87	47	50	66	
Math	80	78	66	38	50	
Science	89	82			86	
History	79	91			56	

*In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.*

## 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 STAR tables in this report 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 at least five of the six fitness areas are considered to be physically fit or 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/>.

### Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11

Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	18.1%	44.6%	18.1%
Seventh	14.3%	44.0%	29.8%
Ninth	N/A	N/A	N/A

## 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. 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 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 2010-11, 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 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 PI Status

2011-12

	Beverly Vista	BHUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation		
Year in PI		
# Schools Currently In PI		
% Schools Currently In PI		

The statistical information in this table reflects the PI status during the 2011-12 school year.

## 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.

### 2010-11 Planned Campus Improvements

- Begin design of deck with trees, benches, and greenery
- Develop a plan for beautification of the entire campus

### Academic Performance Index Three-Year Performance Comparison

	Beverly Vista								
	Base API Rank:								
	2008		2009		2010		2011		
	Statewide Rank	10	9	9	9	7	7		
Similar Schools Rank	7	6	6	7	7	7	7		
	Beverly Vista		Beverly Vista		BHUSD		State		
	Increase/Decrease in API		# of Students		# of Students		# of Students		
	2008-09	2009-10	2010-11	2010-11	2010-11	2010-11	2010-11		
	2008-09	2009-10	2010-11	2010-11	2010-11	2010-11	2010-11		
All Students	-4	12	11	552	915	3,534	891	4,673,818	778
Ethnic Subgroups									
African American				26	817	155	806	316,465	696
American Indian or Alaskan Native						6		33,754	733
Asian				93	957	483	940	397,972	898
Filipino				7		35	895	123,159	859
Hispanic or Latino				29	807	169	851	2,399,767	729
Hawaiian or Pacific Islander				1		11	891	26,759	763
White (not Hispanic)	3	17	17	392	918	2,657	890	1,258,619	845
Two or More Races				4		14	939	76,761	836
Other Subgroups									
Economically Disadvantaged				32	696	210	807	2,722,527	726
English Learners				84	840	342	804	1,517,160	706
Students with Disabilities	-40			96	770	554	723	521,082	595

## MEASURE E BOND

In November 2008, the Beverly Hills community approved a \$334 million general obligation bond (Measure E) to facilitate modernization and safety-related upgrades of Beverly Hills Unified School District's elementary and high school facilities. Throughout the 2010-11 school year, district representatives and professional consultants began the planning stage for the following projects: 1) upgrade of security systems at all school sites, 2) structural seismic safety repairs at all school sites, 3) upgrades to interior wall systems such as technology infrastructure, electrical systems, waste line systems, plumbing systems, heating/cooling systems, 4) modernization of classrooms and general use facilities, and 5) construction of new athletic facilities at the high school campus.

## SUPERVISION & SAFETY

The Beverly Hills Police Department provides police and traffic officers for traffic control in the morning and after school.

As students arrive on campus, playground assistants monitor K-8 playground areas; middle school students line up at their classroom door five 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, two playground assistants are stationed at the main exit gate to ensure students depart in a safe and orderly manner. A classified staff member is on the playground until 5:30 p.m. to monitor all afterschool activity. The principal, assistant principal, custodian, and playground assistants carry cell phones 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 in December 1, 2010, and shared with school staff in January 2011.

## FACILITIES INSPECTIONS

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 November 3, 2011. 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 2010-11 school year, 100% of restrooms were fully operational and available for student use at all times.

## 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 and three full-time evening custodians 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 inspects 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 2010-11 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.

## 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 2010-11 school year, Beverly Vista School received \$716.19 in deferred maintenance funds for general maintenance and/or campus upkeep projects.

## 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

School Facility Good Repair Status				
Item Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
<b>Most Recent Inspection:</b> November 03, 2011				
Gas Leaks	✓			
Mechanical Systems		✓		Rms 110, D216, D217, D226 & Lunch Area - Dirty vents; Rms D212 & D226 - A/C not working; Rms D227, D205, D203, D201, E204, E203, E202, E201, D301, D302, D303, D304, D305, D306, D307, D319, D320 & D228 - Dirty grills
Windows/Doors/Gates (interior and exterior)	✓			Rm 104 - Interior office doesn't lock; Conference Room - Door doesn't lock; Rm D306 - Door does not latch
Interior Surfaces (walls, floors, and ceilings)		✓		Rm 104 - Paint is peeling on the wall, hole and broken tiles by the shower; Girls RR Playground - Behind toilet third stall wall is damaged by water; Assistant Principal Office, Nurse's Area, Mail Room, Rms C104, C110, C112, B201, D217, E204, D301, D305 & K2 - Stained ceiling tiles; Rm C109 - Sink needs to be cleaned on regular basis; Rms C213 & D228 - Ceiling tile missing; Girls RR 2nd Floor Bldg "D" - Soap dispenser broken
Hazardous Materials	✓			Rm C109 - Wet ceiling tiles, visible mold
Structural Damage	✓			Rm 110 - Paint is chipping on wall next to storage E121; Rm 115 Office - Drywall needs to be replaced on wall behind door of restroom, also water damaged on the wall behind toilet; Boys RR Playground - Hole on the wall behind the door of first stall; Faculty Lounge, Main Bldg - Walls cracking next to Mens Board, also on the wall in the kitchen; Boys RR between "D" & "C" Bldgs - Walls cracking next to Boys RR (outside right side of RR)
Fire Safety	✓			Rm D150 - Ceiling tiles falling by teachers' desk and other areas; Rm 121 Elevator Equipment - No vent, smells burning; Rm E101 Boiler Room - Furnitures in boiler room (sofas)
Electrical	✓			Cafeteria - Light fixture ballast needs to be changed (above the counter); D305 - Lights out; Girls RR 3rd Floor & Boys RR 3rd Floor - one light fixture needs ballast
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			Boys RR 2nd Floor between "B" & "C" Bldgs - Drinking fountain not working
Restrooms	✓			Boys RR Playground - Faucet not working (no water); Lunch Area - Boys RR soap dispenser needs to be changed, rack on the wall between boys' and Faculty RR; Boys RR 2nd Floor between "B" and "C" Bldgs - Graffiti on the wall by toilet
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
<b>Overall Summary of School Facility Good Repair Status</b>				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

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, behavior 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 effective learning environment. School and classroom rules are posted in the classroom. Behavior expectations are outlined in the student handbook (also available on the school's web site). 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. School rules are covered at parent orientation meetings for students in grades 6-8. 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 initially referred to the 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 and Expulsions			
Beverly Vista			
	08-09	09-10	10-11
Suspensions (#)	43	30	44
Suspensions (%)	6.09%	4.23%	6.34%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
BHUSD			
All Elementary Schools			
	08-09	09-10	10-11
Suspensions (#)	234	166	137
Suspensions (%)	8.49%	6.15%	5.31%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	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 earn Scholarship (3.75 GPA or above) or Honor Roll (3.0-3.75 GPA) certificates as they move through the grade levels; at the end of the year, students may qualify for the Scholarship 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, Youth in Government, various math competitions, choir, band, and service learning opportunities for enrichment. Middle school students are given the opportunity to participate in outdoor education: 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, educational enrichment, and Adventure Camp. Middle school students may participate in the districtwide Sports Spectacular featuring events in all sports.

## INSTRUCTIONAL TIME

During the 2010-11 school year, Beverly Vista School offered 180 days of instruction comprised of regular, minimum, early release, and late start days which provided time for parent conferences.

All instructional minutes offered at Beverly Vista School during the 2010-11 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 2010-11		
Grade Level	Actual Minutes Offered	State Requirement
K	38,280	35,000
1-3	50,065	49,000
4-6	53,595	52,500
4-8	65,784	52,500

Class Size Distribution Self-Contained Classrooms				
2008-09				
Grade	Average Class Size	Number of Classes		
		1-20	21-32	33+
K	19.7	3		
1	19.3	2	1	
2	20.0	2	1	
3	20.3	1	2	
4	22.0		2	
5	29.0		3	
2009-10				
K	15.7	3		
1	19.0	3		
2	17.7	3		
3	18.3	3		
4	26.0		3	
5	24.3		3	
2010-11				
K	22.0	2		
1	21.0	3		
2	22.0	3		
3	21.0	3		
4	24.7		3	
5	28.7		3	

## CLASS SIZE

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.

Teaching Load Distribution Departmentalized Instruction				
2008-09				
Subject	Average Class Size	Number of Classes		
		1-20	21-32	33+
English	24.9	3	17	0
Math	25.1	4	9	1
Science	26.2	3	9	1
History	25.2	4	9	0
2009-10				
English	23.5	5	9	0
Math	21.67	6	6	0
Science	22.58	6	6	0
History	21.75	7	5	0
2010-11				
English	20.9	6	6	0
Math	22.1	6	5	0
Science	28.1	1	6	0
History	22.7	4	5	0

## 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.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	3

During the 2010-11 school year, Beverly Hills Unified School District offered three staff development days, which focused on common assessments and how best to utilize these assessments to monitor student progress (grades K-12). A portion of training activities were led by administrators and educational consultants at school sites and at articulation meetings held in various locations throughout the district. 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. District-sponsored workshops offered during the 2010-11 school year included:

- Overall Data Trends and Goal Setting
- Intervention/Support Strategies
- Data Director Training
- Department Collaboration for Performing Arts and Visual/Technical Arts
- Data Analysis in Site Grade Level Teams
- Data Analysis in Departments
- Literacy: Next Steps
- GLAD Training
- Grade Level Meeting and Math Benchmarks

Beverly Vista School offers supplemental staff training to support specific needs of both teachers and students. Training during the 2010-11 school year took place on late start Wednesdays. Teachers focused collaboration and professional development efforts on 1) assessing student behavior, 2) flexible

student groups based upon formative assessments; 3) CST and DRA Tests; 4) differentiated instruction; 5) lesson analysis; and 6) providing accommodations for special needs students who are integrated into general education classes. Throughout the year, administration and teaching staff worked as a collaborative body to monitor and evaluate progress of meeting schoolwide goals under the direction of the school's instructional leadership team.

The district supplements professional development activities with additional training sessions and workshops year-round to support newly adopted and ongoing programs.

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 and provides skills assistance over a two-year period. New Teacher Orientation is provided over a two-day period at the beginning of the school year for all teachers who are new to the Beverly Hills Unified School District; training sessions provide an overview of general policies and practices; curriculum and instruction; and technology based tools. 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. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives. The district makes available technology training for classified staff; topics include general instruction on basic Microsoft Office and Outlook applications.

### 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 25, 2011, 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 #2011-2012-05 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 SARC's the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2010-11 and 2011-12 school years, all students enrolled in a visual/performing arts class were provided with a textbook or supplemental materials to use in class and to take home. These materials are in alignment 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, special education programs, school safety, the master schedule, and coordinating student success team meetings.

Supporting the principal and assistant principal with the decision-making process and curriculum programs is the Instructional Leadership Team. An interdisciplinary team of teachers representing all grade levels meets once a month to develop school goals, develop strategies toward achieving school goals, organize staff development activities, and obtain input/feedback on current trends of classroom practices.

Grade level teams meet once a month during common prep periods to discuss student performance and collectively address inquiries concerning instructional strategies and programs. Subject area teams meet once a month to facilitate unity and consistency across the curriculum.

The School Site Council (SSC) is comprised of administrators, teachers, and parents and meets periodically. 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.

### 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 Success Team (SST). The team is responsible for addressing barriers that impact 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. There are three pre-school and four K-8 special education teachers and numerous instructional assistants who provide appropriate instruction for students with an IEP in a variety of settings. 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. Two speech and language therapists, one school psychologist, one part-time occupational therapist and one part-time adaptive physical education specialist are on staff to provide necessary services to Beverly Vista School's special needs students.

District Adopted Textbooks (Grades K-8)			
Year Adopted	Publisher	Series	Grades
<b>Math</b>			
2009	Scott Foresman - Addison Wesley	<i>enVision Math © 2009</i>	K-5
2009	Glencoe McGraw Hill	<i>CA Mathematics: Concepts, Skills, and Problem Solving © 2008</i>	6-7
2009	McDougal Littell	<i>Mathematics; Structure &amp; Method (Course 1 Course 2, and Algebra)</i>	6-8
2009	Pearson	<i>Pearson Hall Mathematics CA Edition (Algebra I)</i>	6-8
<b>Language Arts</b>			
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 Themes</i>	6-8
<b>Science</b>			
2008	Houghton Mifflin	<i>Houghton Mifflin California System</i>	K-5
2008	Prentice Hall	<i>Focus on Earth Science</i>	6
2008	Prentice Hall	<i>Focus on Life Science</i>	7
2008	Prentice Hall	<i>Focus on Physical Science</i>	8
2003	ETR Associates	<i>Safe Choices</i>	8
<b>Social Science</b>			
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

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

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. English learners and struggling readers in grades K-5 are grouped in a common homeroom with a team of two Title I teachers who provide English language development and intensive reading support. 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.

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 Success Team, instructional staff/teachers, or the student's parent based upon classroom performance or state/district assessment results. Intervention strategies may include:

- Weekly study hall.
- After-school tutoring is provided by Maple Center volunteers and some of the elementary and middle school teachers. Services may be recommended by school staff and parents coordinate sessions directly with the center.
- Title I Teacher: Two Title I teachers provide in-class reading support for struggling readers. Students receive targeted instruction based upon individual assessment results and areas of need. Math support is also provided.
- Reading Plus: Students in seventh and eighth grade scoring at the Basic level or below on state reading assessments are enrolled 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 6-8) 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 2010-11 school year, the school employed 42 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 "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.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program.

### 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

Counselors & Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Counselor	1	1.0
Psychologist	1	1.0
School Nurse	1	0.1
Health Technician	1	1.0

FTE = Full-Time Equivalent

	Teacher Credentials and Assignments							
	Beverly Vista				BHUSD			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
Total Teachers	45	51	42		276	290	269	
Teachers with Full Credential	45	51	42		271	287	269	
Teachers without Full Credential	0	0	0		5	3	0	
Teachers Teaching Outside Subject Area	0	0	1		0	9	9	
Teacher Misassignments for English Learners	0	0	0	2	14	13	13	3
Total Teacher Misassignments	0	0	0	2	14	13	13	4
Teacher Vacancies	0	0	1	1	0	1	1	2

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2010-11		
Beverly Vista	100.0%	0%
District Totals		
All Schools	99.3%	0.7%
High-Poverty Schools		
Low-Poverty Schools	99.3%	0.7%

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.

### 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.

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.

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.

## 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](http://www.bhpl.org)  
Number of Computers Available: 22  
Printers Available: Yes

	Teacher Education Levels 2010-11	
	Beverly Vista	BHUSD
Doctorate	4.8%	2.6%
Master's Degree Plus 30 or More Semester Hours	50.0%	42.3%
Master's Degree	7.1%	18.2%
Bachelor's Degree Plus 30 or More Semester Hours	33.3%	24.5%
Bachelor's Degree	4.8%	12.6%
Less Than a Bachelor's Degree	0.0%	0.0%

## 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 2009-10 school year, Beverly Hills Unified School District spent an average of \$11,122 of total general funds to educate each student (based on 2009-10 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 2009-10		
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$45,631	\$39,074
Mid-Range Teacher Salary	\$72,110	\$60,172
Highest Teacher Salary	\$85,530	\$78,468
Average Principal Salary		
Elementary School	\$124,577	\$95,926
High School	\$135,750	\$107,041
Superintendent Salary	\$231,668	\$148,555
Percentage of General Funds Expenditures For:		
Percent of Budget for Teacher Salaries	43.0%	38.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

### Current Expense of Education Per Pupil 2009-10

#### Dollars Spent Per Student

Expenditures Per Pupil	Beverly Vista	BHUSD	State Average for Districts of Same Size and Type		
			% Difference - School and District	% Difference - School and State	% Difference - School and State
Total Restricted and Unrestricted	6,472	5,675	114.1%	N/A	N/A
Restricted (Supplemental)	428	3,251	13.2%	N/A	N/A
Unrestricted (Basic)	6,044	2,423	249.4%	5,455	110.8%
Average Teacher Salary	66,744	71,891	92.8%	63,062	105.8%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Class Size Reduction, Grades K-3 (Optional)
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I, II, III, & IV
- Vocational Programs