

# BEVERLY HILLS UNIFIED SCHOOL DISTRICT



Beverly Hills  
Unified School District  
CREATING A WORLD CLASS EDUCATION

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

# BEVERLY VISTA SCHOOL



## 2014-15 Annual School Accountability Report Card

A Report of 2014-15 Activity Published in January 2016

Beverly Vista School  
Grades PreK-8  
Christian Fuhrer, Principal  
200 South Elm Drive  
Beverly Hills, CA 90212  
(310) 229-3669

Board of Education  
Howard Goldstein  
Mel Spitz  
Isabel Hacker  
Lisa Korbatov  
Noah Margo  
Shawn Ahdout

District Administration  
Steve Kessler  
Superintendent

La Tanya Kirk-Carter  
Chief Administrative Officer

Jennifer Tedford, Ed.D.  
Chief Academic Officer

Yolanda Mendoza  
Chief Human Resource Officer

Eitan Aharoni  
Chief Facilities Officer

### Contents

Principal's Message  
District & School Profile  
Local Control Accountability Plan (LCAP)  
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 December 2015 and school facilities documentation referred to in this report were acquired in January 2016.*

### 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 providing the best educational program possible for our students. The excellent quality of our programs reflects our highly committed staff and involved parent community. We are dedicated to ensuring that our school provides a warm yet stimulating environment where students are actively involved in learning academics, quality enrichment programs, as well as reinforcing positive values. Together the Beverly Vista community can challenge and support students in achieving 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 4,200 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 2014-15 school year, Beverly Vista School served 673 students in grades PreK-8. Student enrollment included 11.6% receiving special education services, 6.1% qualifying for English Learner support, and 5.3% enrolled in the free or reduced-price meal program. The curricular program for TK-5 students is provided in a self-contained classroom while students in grades 6-8 participate in a departmental rotation for their lessons.



### Percentage of Students by Ethnicity/Grade Level 2014-15

Ethnic Group	%	Grade Level	#
African American	2.8%	Kindergarten	79
American Indian or Alaskan Native		Grade 1	59
Asian	13.2%	Grade 2	60
Filipino	0.9%	Grade 3	60
Hawaiian or Pacific Islander		Grade 4	58
Hispanic or Latino	9.2%	Grade 5	79
White (not Hispanic)	69.2%	Grade 6	85
Two or More Races	4.5%	Grade 7	89
Socioeconomically Disadvantaged	5.3%	Grade 8	104
English Learners	6.1%		
Students with Disabilities	11.6%		
Migrant Education		Total	
Foster Youth		Enrollment	673

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 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

Beverly Vista School's mission is to provide students with a clean, safe, and nurturing environment in which they are afforded the opportunity to be educated by the highest quality educators who utilize up-to-date teaching strategies and state-of-the-art technology while ensuring academic rigor. Beverly Vista prepares students to be critical thinkers, socially conscious, caring, and engaged citizens of their communities who are prepared for high school, college, and the professional world. Students at Beverly Vista are encouraged to take leadership roles while working collaboratively as part of a team that strives for a common goal. Beverly Vista offers its students educational experiences that foster an appreciation of the diversity of its student body, the community, and the world.

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

**Conditions of Learning – State Priority 1:** Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

**Parental Involvement – State Priority 3:** Covered in Parent Involvement.

**Pupil Achievement – State Priority 4:** Covered in Standardized State Assessments, including the CST Results and CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

**Pupil Engagement – State Priority 5:** Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

**School Climate – State Priority 6:** Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

**Other Pupil Outcomes – State Priority 8:** Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

## 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. Through the PTA, 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, JupiterGrades or use email to update parents on classroom activities and assignments.

Blackboard Connect 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 email 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 JupiterGrades portal 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

### 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 assessments by 2014. Meeting 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. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. 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/](http://www.ed.gov/nclb/) accountability/.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2014-15		
Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Beverly Vista	BHUSD
Overall Performance	Yes	Yes
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	Yes
Attendance Rates	Yes	Yes
AYP Performance Level		
Number of AYP Criteria		
Met Out of the Total	5/5	16/16
Number of Criteria Possible		

### 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 2014-15			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	91.2%	79.8%	49.4%
Seventh	89.6%	71.2%	42.5%

*Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

### 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 2014-15, 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 2015-16		
	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
# Schools Currently In PI		1
% Schools Currently In PI		17%

*Note: Cells with N/A values do not require data.*

### CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

**CAASPP Assessment Results Disaggregated by Student Groups  
2014-15**

	English Language Arts/Literacy							Mathematics						
				Achievement Level							Achievement Level			
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
<b>Grade 3</b>							<b>Grade 3</b>							
All Students Tested	62	60	96.8%	12.0%	27.0%	30.0%	32.0%	62	60	96.8%	13.0%	17.0%	48.0%	22.0%
Male	62	23	7.1%	13.0%	26.0%	30.0%	30.0%	62	23	7.1%	13.0%	17.0%	43.0%	26.0%
Female	62	37	59.7%	11.0%	27.0%	30.0%	32.0%	62	37	59.7%	14.0%	16.0%	51.0%	19.0%
African American	62	3	4.8%	*	*	*	*	62	3	4.8%	*	*	*	*
Asian	62	8	12.9%	*	*	*	*	62	8	12.9%	*	*	*	*
Hispanic or Latino	62	6	9.7%	*	*	*	*	62	6	9.7%	*	*	*	*
White (not Hispanic)	62	41	66.1%	10.0%	32.0%	32.0%	27.0%	62	41	66.1%	17.0%	17.0%	49.0%	17.0%
Two or More Races	62	2	3.2%	*	*	*	*	62	2	3.2%	*	*	*	*
Socioeconomically Disadvantaged	62	4	6.5%	*	*	*	*	62	4	6.5%	*	*	*	*
English Learners	62	7	11.3%	*	*	*	*	62	7	11.3%	*	*	*	*
Students with Disabilities	62	9	14.5%	*	*	*	*	62	9	14.5%	*	*	*	*
<b>Grade 4</b>							<b>Grade 4</b>							
All Students Tested	58	58	100.0%	9.0%	14.0%	29.0%	48.0%	58	58	100.0%	7.0%	29.0%	40.0%	24.0%
Male	58	24	41.4%	13.0%	17.0%	29.0%	42.0%	58	24	41.4%	8.0%	25.0%	42.0%	25.0%
Female	58	34	58.6%	6.0%	12.0%	29.0%	53.0%	58	34	58.6%	6.0%	32.0%	38.0%	24.0%
African American	58	2	3.4%	*	*	*	*	58	2	3.4%	*	*	*	*
Asian	58	8	13.8%	*	*	*	*	58	8	13.8%	*	*	*	*
Filipino	58	1	1.7%	*	*	*	*	58	1	1.7%	*	*	*	*
Hispanic or Latino	58	3	5.2%	*	*	*	*	58	3	5.2%	*	*	*	*
White (not Hispanic)	58	41	70.7%	7.0%	17.0%	29.0%	46.0%	58	41	70.7%	7.0%	34.0%	41.0%	17.0%
Two or More Races	58	3	5.2%	*	*	*	*	58	3	5.2%	*	*	*	*
Socioeconomically Disadvantaged	58	2	3.4%	*	*	*	*	58	2	3.4%	*	*	*	*
English Learners	58	3	5.2%	*	*	*	*	58	3	5.2%	*	*	*	*
Students with Disabilities	58	5	8.6%	*	*	*	*	58	5	8.6%	*	*	*	*
<b>Grade 5</b>							<b>Grade 5</b>							
All Students Tested	79	79	100.0%	6.0%	14.0%	33.0%	47.0%	79	79	100.0%	16.0%	33.0%	30.0%	20.0%
Male	79	33	41.8%	12.0%	18.0%	36.0%	33.0%	79	33	41.8%	18.0%	21.0%	30.0%	30.0%
Female	79	46	58.2%	2.0%	11.0%	30.0%	57.0%	79	46	58.2%	15.0%	41.0%	30.0%	13.0%
African American	79	3	3.8%	*	*	*	*	79	3	3.8%	*	*	*	*
Asian	79	5	6.3%	*	*	*	*	79	5	6.3%	*	*	*	*
Hispanic or Latino	79	7	8.9%	*	*	*	*	79	7	8.9%	*	*	*	*
White (not Hispanic)	79	62	78.5%	6.0%	13.0%	31.0%	50.0%	79	62	78.5%	15.0%	34.0%	34.0%	18.0%
Two or More Races	79	2	2.5%	*	*	*	*	79	2	2.5%	*	*	*	*
Socioeconomically Disadvantaged	79	4	5.1%	*	*	*	*	79	4	5.1%	*	*	*	*
Students with Disabilities	79	12	15.2%	17.0%	25.0%	33.0%	25.0%	79	12	15.2%	50.0%	25.0%	0.0%	25.0%
<b>Grade 6</b>							<b>Grade 6</b>							
All Students Tested	82	82	100.0%	10.0%	29.0%	38.0%	23.0%	82	82	100.0%	16.0%	24.0%	28.0%	32.0%
Male	82	42	51.2%	14.0%	36.0%	33.0%	17.0%	82	42	51.2%	17.0%	26.0%	26.0%	31.0%
Female	82	40	48.8%	5.0%	23.0%	43.0%	30.0%	82	40	48.8%	15.0%	23.0%	30.0%	33.0%
Asian	82	11	13.4%	18.0%	9.0%	36.0%	36.0%	82	11	13.4%	9.0%	18.0%	9.0%	64.0%
Filipino	82	1	1.2%	*	*	*	*	82	1	1.2%	*	*	*	*
Hispanic or Latino	82	9	11.0%	*	*	*	*	82	9	11.0%	*	*	*	*
White (not Hispanic)	82	58	70.7%	5.0%	33.0%	41.0%	21.0%	82	58	70.7%	16.0%	24.0%	31.0%	29.0%
Two or More Races	82	3	3.7%	*	*	*	*	82	3	3.7%	*	*	*	*
Socioeconomically Disadvantaged	82	5	6.1%	*	*	*	*	82	5	6.1%	*	*	*	*
English Learners	82	2	2.4%	*	*	*	*	82	2	2.4%	*	*	*	*
Students with Disabilities	82	10	12.2%	*	*	*	*	82	10	12.2%	*	*	*	*
<b>Grade 7</b>							<b>Grade 7</b>							
All Students Tested	89	87	97.8%	18.0%	13.0%	47.0%	22.0%	89	87	97.8%	16.0%	21.0%	28.0%	36.0%
Male	89	54	60.7%	19.0%	17.0%	52.0%	13.0%	89	54	60.7%	15.0%	20.0%	31.0%	33.0%
Female	89	33	37.1%	18.0%	6.0%	39.0%	36.0%	89	33	37.1%	18.0%	21.0%	21.0%	39.0%
African American	89	4	4.5%	*	*	*	*	89	4	4.5%	*	*	*	*
Asian	89	12	13.5%	8.0%	0.0%	67.0%	25.0%	89	12	13.5%	0.0%	25.0%	8.0%	67.0%
Filipino	89	2	2.2%	*	*	*	*	89	2	2.2%	*	*	*	*
Hispanic or Latino	89	11	12.4%	27.0%	18.0%	45.0%	9.0%	89	11	12.4%	18.0%	45.0%	36.0%	0.0%
White (not Hispanic)	89	55	61.8%	20.0%	13.0%	44.0%	24.0%	89	55	61.8%	18.0%	18.0%	29.0%	35.0%
Two or More Races	89	3	4.0%	*	*	*	*	89	3	4.0%	*	*	*	*
Socioeconomically Disadvantaged	89	4	4.5%	*	*	*	*	89	4	4.5%	*	*	*	*
English Learners	89	2	2.2%	*	*	*	*	89	2	2.2%	*	*	*	*
Students with Disabilities	89	15	16.9%	53.0%	13.0%	27.0%	7.0%	89	15	16.9%	47.0%	27.0%	7.0%	20.0%
<b>Grade 8</b>							<b>Grade 8</b>							
All Students Tested	109	107	98.2%	12.0%	8.0%	44.0%	36.0%	109	107	98.2%	9.0%	20.0%	19.0%	51.0%
Male	109	57	52.3%	14.0%	11.0%	47.0%	28.0%	109	57	52.3%	9.0%	16.0%	21.0%	53.0%
Female	109	50	45.9%	10.0%	6.0%	40.0%	44.0%	109	50	45.9%	10.0%	24.0%	16.0%	50.0%
African American	109	5	4.6%	*	*	*	*	109	5	4.6%	*	*	*	*
Asian	109	22	20.2%	5.0%	0.0%	50.0%	45.0%	109	22	20.2%	0.0%	5.0%	9.0%	86.0%
Hispanic or Latino	109	7	6.4%	*	*	*	*	109	7	6.4%	*	*	*	*
White (not Hispanic)	109	71	65.1%	13.0%	13.0%	41.0%	34.0%	109	71	65.1%	13.0%	23.0%	21.0%	44.0%
Two or More Races	109	2	1.8%	*	*	*	*	109	2	1.8%	*	*	*	*
Socioeconomically Disadvantaged	109	8	7.3%	*	*	*	*	109	8	7.3%	*	*	*	*
English Learners	109	5	4.6%	*	*	*	*	109	5	4.6%	*	*	*	*
Students with Disabilities	109	11	10.1%	36.0%	9.0%	36.0%	18.0%	109	11	10.1%	27.0%	27.0%	27.0%	9.0%

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded

California Assessment of Student Performance and Progress			
All Students			
Percentage of Students Meeting or Exceeding the State Standards			
2014-15			
	Beverly Vista	BHUSD	CA
English-Language Arts/Literacy	72	70	44
Mathematics	63	59	33

*Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

## California Standards Test (CST)

### All Students

#### Percentage of Students Scoring at Proficient and Advanced Levels

	Beverly Vista			BHUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	80	88	81	82	82	83	59	61	56

## California Standards Test (CST)

### Results by Student Subgroup

2014-15

	Percentage of Students Scoring at Proficient and Advanced Levels
BHUSD	83
Beverly Vista	81
Male	82
Female	81
Asian	95
White (not Hispanic)	81
Socioeconomically Disadvantaged	58

*Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

## CALIFORNIA STANDARDS TESTS (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. 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.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/sr/cstsciref.asp](http://www.cde.ca.gov/ta/tg/sr/cstsciref.asp).

## 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.

#### 2014-15 Campus Improvements:

- Creation of a Reading Garden for school community
- Focus on repairing and maintaining facilities and equipment around the campus
- Addition of iPad and laptop carts for use in classrooms

#### 2015-16 Planned Campus Improvements:

- Redesign of campus grounds and landscaping to meet city and state requirements to conserve water
- Expansion of turf field on the playground and repave/restripe blacktop area
- Remediate specified areas around campus with regards to proper water drainage
- Repave/restripe staff parking lot
- Replace wind screen on fences around perimeter of school
- Installation of a new audio/visual system in auditorium

## Campus Description

Year Built	1924
Acreage	6.87
Bldg. Square Footage	94967
	Quantity
# of Permanent Classrooms	52
# of Portable Classrooms	0
# of Restrooms (student use)	10 sets & 3 kinder
Computer Lab	2
Atrium w/ amphitheater style	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

## 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. During the latter part of the 2014-15 school year, planning began for small improvements needed and these improvements will be scheduled for design and construction. These projects should be completed during the 2015-16 school year.

## 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 4:00 p.m. to monitor all afterschool activity. The principal, assistant principal, custodian, and playground assistants carry cell phones and walkie talkies 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 and updated in July 2015, and shared with school staff in August 2015.

## 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. Monthly safety walks are conducted by the administrators and the lead custodian to identify any safety work that needs to be done on campus. 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. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, and other facilities; daily duties include cleaning student desktops. One groundskeeper is assigned to the Beverly Vista School and is responsible for general landscaping and irrigation projects.

## 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 January 19, 2016. 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 2014-15 school year, 100% of restrooms were fully operational and available for student use at all times.

The School Facilities & Safety section of the SARC is based on the Office of Public School Construction (OPSC) Facility Inspection Tool (FIT). The FIT uses specific criteria for a visual inspection, and is not based on exhaustive structural analyses. Under the FIT criteria, all buildings have been rated as either "Good" or "Fair," except three spaces that have already been closed down pending planned upgrades.

Through structural analyses, 14 buildings/spaces have been identified as eligible for State matching funds for seismic mitigation (SMP). Nine of these are being completed under Measure E, with the remaining five to be completed under a future bond. See table below for status of all buildings.

In addition to the buildings eligible for SMP, other buildings are being either modernized or replaced under Measure E, or a future bond. See table below for status of all buildings.

This is a link of related detailed reports: <https://www.dropbox.com/sh/hcr9azjop5i6gjk/AAAt8jVnd-hcKxkEgeJ7-kNKa?dl=0>

SMP Project	Building(s)	Phase 2/3 Approved by DSA	Submitted to OPSC for Conceptual Approval	Measure E Funding	Status
N/A	Beverly Vista - All Buildings	N/A	N/A	Yes	No seismic work needed; architects and engineers currently designing general modernization

School Facility Good Repair Status				
Item Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: January 19, 2016				
Systems	✓			
Interior Surfaces		✓		Classrooms B1-102, C1-101, C1-104, C2-204, C2-211, C2-212, C2-213 & D2-217 - Water damage, ceiling; Girls' Locker Room - Chipped baseboard; Storage E-111 - Water damage to tile
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural			✓	Storage E-111 - Hole in ceiling
External	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

### Percentage Description Rating:

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.

## CLASSROOM ENVIRONMENT

### DISCIPLINE & CLIMATE FOR LEARNING

School staff supports 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.

	Suspensions and Expulsions								
	Beverly Vista			BHUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	34	20	13	157	84	90	329,370	279,383	243,603
Expulsions (#)	0	0	0	3	1	2	8,266	6,611	5,692

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

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.

Additionally, Beverly Vista will focus on the Pyramid of Success, a character development program created and successfully utilized by famed UCLA basketball coach, John Wooden. Students will focus on the blocks that make up the Pyramid which include Hard Work, Friendship, Loyalty, Cooperation, Enthusiasm, Self-Control, Alertness, Action, Determination, Fitness, Skill, Team Spirit, Poise, Confidence, and achieving one's Personal Best. This program will further be supported by a partnership with the Maple Counseling Center which works with Beverly Vista students in various grade levels.

Middle school students in grades 6 – 8 will engage in the Naviance college readiness program which will be led by the school counselor. In addition to this program middle school students will be exposed to college and career paths through a speaker series comprised of professionals in various fields.

Teachers have established grade-appropriate classroom management and incentive programs based on general school rules to maintain an effective learning environment. The counselor conducts classroom visits once a week for grades TK-5 in regards to social skills, safety, and conflict of resolution and remediation. School and classroom rules are posted in the classroom. Behavior expectations are outlined in the student handbook (also available on the school's website). 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 and are in accordance with the school district's progressive discipline policy.

### 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: intramural sports program (all middle school students), sixth grade students attend STEM (Science, Technology, Engineering, and Mathematics) field trips; seventh grade students spend three days at the Catalina Island Marine Institute; and eighth grade students spend five days at the Yosemite Institute.

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.

### CLASS SIZE & TEACHING LOAD

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 Classrooms				
2012-13				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	20.0	3		
1	19.0	3		
2	19.0	3		
3	20.0	4		
4	23.0		3	
5	27.0		3	
2013-14				
K	16.0	5		
1	16.0	4		
2	15.0	4		
3	15.0	4		
4	17.0	2	3	
5	19.0	1	3	
2014-15				
K	20.0	4		
1	20.0	3		
2	20.0	3		
3	20.0	3		
4	29.0		2	
5	26.0		3	

\*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Teaching Load Distribution Departmentalized Instruction				
2012-13				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	22	4	7	0
Math	24	5	4	0
Science	25	3	6	0
History	26	0	8	0
2013-14				
English	23	3	8	0
Math	19	6	5	0
Science	26	1	7	0
History	25	3	6	0
2014-15				
English	20	7	4	0
Math	18	7	4	0
Science	26	1	7	0
History	24	3	5	0

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Beverly Hills Unified School District are aligned to the Common Core State Standards. 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		
2012-13	2013-14	2014-15
3	3	3

During the 2014-15 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. District-sponsored workshops offered during the 2014-15 school year included:

- Common Core/Next Generation Science Standards Workshops
- Co-Teaching Strategies
- CPR Training
- Technology Best Practices
- Writers Workshop

Beverly Vista School offers supplemental staff training to support specific needs of both teachers and students. Training during the 2014-15 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) CAASPP Training, 4) Differentiated Instruction, 5) Lesson Analysis, 6) Safety, 7) Character Development, and 8) STEM Training. 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.

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 currently being aligned to the Common Core State Standards. 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

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2002	Yes	Houghton Mifflin - A Legacy of Literacy	0%	K
2002	Yes	Houghton Mifflin - Student Anthologies	0%	1-5
2002	Yes	Prentice Hall - Timeless Voices, Timeless Themes	0%	6-8
Math				
2013-2014	Yes	Pearson - enVisionMATH California Common Core © 2015	0%	K-5
2013-2014	Yes	Houghton-Mifflin - Big Ideas Math: California Course 1, 2 & 3 © 2015	0%	6-8
2013-2014	Yes	Houghton-Mifflin - Big Ideas Math: Accelerated Course 2 © 2015	0%	7
2013-2014	Yes	Houghton-Mifflin - Larson Big Ideas Math: Algebra I © 2015	0%	8
Science				
2008	Yes	Houghton Mifflin - Harcourt Science	0%	K-5
2008	Yes	Prentice Hall - Focus on Earth Science	0%	6
2008	Yes	Prentice Hall - Focus on Life Science	0%	7
2008	Yes	Prentice Hall - Focus on Physical Science	0%	8
Social Science				
2007	Yes	Scott Foresman - Scott Foresman History - Social Science for California	0%	K-5
2007	Yes	Holt, Rinehart & Winston - World History, Ancient Civilizations	0%	6
2007	Yes	Holt, Rinehart & Winston - World History, Medieval to Early Modern Times	0%	7
2007	Yes	Holt, Rinehart & Winston - U.S. History, Independence to 1914	0%	8

Textbook information was obtained from district office personnel in December 2015.

Education's adoption cycle for core content materials and 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 September 29, 2015, 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 #2015-2016-005 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 2015-16 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 Common Core State Standards.

### 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 four to six times a year 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, classified staff, 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 currently being aligned to the Common Core State Standards 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.

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 who have been recognized as high achievers by their teachers and through district testing. The goal of the GATE program is to provide original, interdisciplinary curricula that challenges and inspires gifted students. The curriculum is differentiated to provide a variety of instructional strategies structured so that individual student experiences/activities can vary in acceleration, depth, complexity or degree of novelty.

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:

- 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: One Title I teacher provides pull out reading support for struggling readers. Students receive targeted instruction based upon individual assessment results and areas of need.
- 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 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: Middle School Math and Science tutorials are available for all middle school grades. They offered up to four times per week with teachers before school.

### Teacher Credentials and Assignments

	Beverly Vista			BHUSD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	51	50	57	282	296	309
Teachers with Full Credential	51	50	57	282	295	309
Teachers without Full Credential	0	0	0	0	1	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	4	7	1
Total Teacher Misassignments*	1	1	1	9	9	3
Teacher Vacancies	0	0	1	2	1	0

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

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

Beverly Vista School recruits and employs the most qualified credentialed teachers. For the 2014-15 school year, the school employed 50 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 in this report 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.

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
2014-15		
Beverly Vista	100.0%	
District Totals		
All Schools	99.0%	1.0%
High-Poverty Schools	-	-
Low-Poverty Schools	99.0%	1.0%

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

### 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.

Counselors and Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Psychologist	1	1.0
School Nurse	As Needed	
Health Technician	1	1.0
Adaptive PE Specialist	As Needed	
Occupational Therapist	1	1.0
Speech & Language Therapist	2	2.0
Counselor	1	0.5

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

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 2013-14 school year, Beverly Hills Unified School District spent an average of \$13,268 of total general funds to educate each student (based on 2013-14 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.)

Current Expense of Education Per Pupil 2013-14					
Expenditures Per Pupil	Dollars Spent Per Student				
	Beverly Vista	BHUSD	% Difference - School and District	State Average - for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,679	N/A	N/A	N/A	N/A
Restricted (Supplemental)	112	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,567	8,515	77.1%	5,348	122.8%
Average Teacher Salary	87,274	77,311	103.8%	65,267	133.7%

*Note: Cells with N/A values do not require data.*

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- 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 AYP, CST, CAASPP, 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

Salary Comparison 2013-14		
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	-	40,379
Mid-Range Teacher Salary	74,454	62,323
Highest Teacher Salary	90,020	81,127
Average Principal Salaries:		
Elementary School	118,131	99,192
High School	128,100	112,088
Superintendent Salary	249,000	159,821
Percentage of Budget For:		
Teacher Salaries	35	36
Administrative Salaries	4	6

For detailed information on salaries, see the CDE Certified Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.