

BEVERLY HILLS UNIFIED SCHOOL DISTRICT



BEVERLY VISTA SCHOOL



2006-07 Annual School Accountability Report Card

A Report of 2006-07 Activity Published in November 2007

Beverly Vista School
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Contents

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

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 information was acquired in October 2007.

PRINCIPAL'S MESSAGE

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

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

DISTRICT & SCHOOL PROFILE

Beverly Hills Unified School District is located in the western portion of Los Angeles, just below the Santa Monica mountains and next door to West Hollywood. More than 5,200 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.

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 2006-07 school year, Beverly Vista School served 732 students in grades K-8. Student enrollment included 10.2% receiving

special education services, 6.9% qualifying for English Language Learner support, and 6.9% qualifying for free or reduced-price lunch. The curricular program for K-5 students is provided in a self-contained classroom while students in grades 6-8 participate in a departmental rotation for their lessons.

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



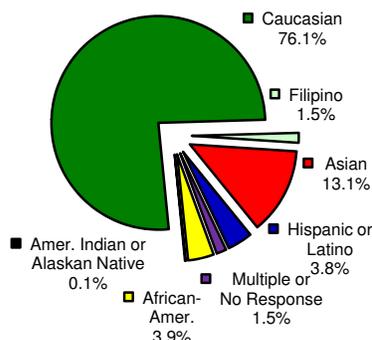
DISTRICT MISSION

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

PARENT INVOLVEMENT

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

Percentage of Students by Ethnicity
2006-07 Enrollment: 732



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

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

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

STUDENT ACHIEVEMENT

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

ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2006-07

Did the school and district meet or exceed 2007 AYP performance criteria in each of the areas listed below?

AYP Indicator	Beverly Vista	BHUSD
Overall School Results	Yes	Yes
Participation Rate - 2005-06 Target Rate - 95%		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	Yes
2005-06 Target Rate - 24.4%		
Math	Yes	Yes
2005-06 Target Rate - 26.5%		
API	Yes	Yes
Increase API by one point		

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 2006-07 AYP cycle, elementary and middle schools must achieve a 24.4% or higher proficiency rate in English/language arts and 26.5% 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 (grades 2-8) and obtaining an API growth score of 590 or higher or increasing the API growth by one point.

The AYP table in this report illustrates the school's progress in meeting 2006-07 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

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

STANDARDIZED STATE ASSESSMENTS

Students at Beverly Vista School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2) in 2004-05, the Aprenda 3 in 2005-06 and 2006-07, and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

CALIFORNIA STANDARDS TESTS (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board

	CAT/6 Test Results All Students Percentage of Students Scoring At or Above Average (50th Percentile Rank)								
	Beverly Vista			BHUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Reading	68	62	62	64	61	61	41	42	42
Math	81	75	76	78	76	75	52	53	53

Only third and seventh grade students take the CAT/6 exam.

	CAT/6 Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2006-07						
	Beverly Vista						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	*		69	*	*		62
Math	*		93	*	*		73

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

	CAT/6 Test Results Other Numerically Significant Subgroups Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2006-07					
	Beverly Vista					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
Reading	58	67	8	*	43	
Math	80	71	42	*	57	

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

The CST tables in this report illustrate the percentage of Beverly Vista School students achieving Proficient and Advanced levels.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

PHYSICAL FITNESS

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

Upon completion of the 2006-07 fitness exam, 57.3% of fifth grade students and 48.1% of seventh grade students scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

ACADEMIC PERFORMANCE INDEX

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

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

The API table in this report 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 2006-07, 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

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

	Beverly Vista			BHUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	75	74	75	72	73	73	40	42	43
Math	75	75	73	69	70	66	38	40	40
Science	44	64	67	61	69	67	27	35	38
History	87	87	82	64	65	56	32	33	33

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

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07

	Beverly Vista						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	59	*	83	*	65		74
Math	59	*	85	*	62		73
Science	*	*	69	*	*		69
History	*	*	90	*	*		84

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

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07

	Beverly Vista					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	73	77	25	49	38	
Math	76	70	48	46	41	
Science	68	65	12	*	26	
History	83	81	*	*	61	

Academic Performance Index (API) Three-Year Performance Comparison

	2007 API Score	API Rank		
		04-05	05-06	06-07
Statewide Rank		10	9	*
Similar Schools Rank		8	7	*
Results	2007 API Score	Increase/Decrease in API		
		04-05	05-06	06-07
Schoolwide - All Students	886	6	-2	2
Ethnic Subgroups				
Caucasian	883	8	-5	-5

** This information was not available at the time of publishing. Visit <http://dq.cde.ca.gov/dataquest/> for the most current API reports.*

Program Improvement can be located on the CDE's website <http://www.cde.ca.gov/ta/ac/ay/>.

Title I Program Improvement (PI) Status

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

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

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

2006-07 Campus Improvements

- Restoration of auditorium
- Construction of two-story building (nine classrooms)
- Renovation of quad area located between new and existing buildings
- Removal of bungalows to make room for new sports courts and fitness equipment

2007-08 Planned Campus Improvements

- Repaint interior corridors of Building C
- Restoration of auditorium (continued)
- Installation of new playground equipment
- Installation of playground hardscape

Campus Description

Year Built	1924
Acreage	6.87 ac
Square Footage	94,967 sq. ft.
Total Number of Buildings	3
	Qty.
# of Permanent Classrooms	34
# of Portable Classrooms	3
# of Restrooms (student use)	7 sets
Computer Lab	2
Atrium with amphitheater-style seating	1
Cafeteria	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
Art Room	1

SUPERVISION & SAFETY

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

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

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

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Beverly Vista School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current school site safety plan was reviewed, updated and shared with school staff in February 2007.

FACILITIES MAINTENANCE

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

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

Campus facilities are cleaned daily; one full-time day custodian, three full-time evening custodians, and one groundskeeper are assigned to Beverly Vista School and work closely with the principal

for routine maintenance, daily custodial duties, and preparation for special events. The principal and lead custodian communicate daily regarding campus cleaning needs and safety concerns. Every morning before school begins, the lead custodian and groundskeeper inspect the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds.

The day custodian is responsible for general custodial functions, supervision of evening custodians, and keeping restrooms, classrooms, offices, 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 2006-07 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. Groundskeepers perform general gardening and maintenance work.

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 October 9, 2007; no emergency repairs were needed. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas, disclosing the operational status in each of those areas.

School Facility Good Repair Status

Item Inspected	Status
Most Recent Inspection:	Good Fair Poor
October 9, 2007	
Gas Leaks	✓
Mechanical Systems	✓
Windows/Doors/Gates (interior and exterior)	✓
Interior Surfaces (walls, floors, and ceilings)	✓
Hazardous Materials (interior and exterior)	✓
Structural Damage	✓
Fire Safety	✓
Electrical (interior and exterior)	✓
Pest/Vermin Infestation	✓
Drinking Fountains (inside and outside)	✓
Restrooms	✓
Sewer	✓
Playground/School Grounds	✓
Roofs	✓
Overall Cleanliness	✓

Overall Summary of School Facility Good Repair Status

Overall Summary	Exemplary
<i>The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</i>	

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 2006-07 school year, Beverly Vista School did not receive deferred maintenance funding for its improvement projects, repairs, or systems replacements.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

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

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

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

Suspensions & Expulsions

Beverly Vista

	04-05	05-06	06-07
Suspensions (#)	33	41	80
Suspensions (%)	4.57%	5.69%	10.93%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

BHUSD

Elementary Schools

	04-05	05-06	06-07
Suspensions (#)	167	227	274
Suspensions (%)	5.67%	7.80%	9.57%
Expulsions (#)	0	1	0
Expulsions (%)	0.00%	0.03%	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.

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

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

ENRICHMENT ACTIVITIES

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

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

CLASS SIZE

Beverly Vista School strives to maintain small class sizes for all grade levels and participates in the state's Class Size Reduction Program (CSR) for grades K-3. This program provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to 20 students or less. During the 2006-07 school year, 100% of K-3 classes at Beverly Vista School participated in the CSR Program.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program

Grade	2004-05	2005-06	2006-07
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

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

Class Size Distribution Self-Contained Classes

Grade	2004-05			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.5	2		
1	17.7	3		
2	20.0	3		
3	20.0	3		
4	26.3		3	
5	24.7		3	

Grade	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.0	3		
1	16.0	3		
2	18.0	3		
3	19.7	2	1	
4	24.3		3	
5	29.0		3	

Grade	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.3	3		
1	19.3	3		
2	19.0	4		
3	18.3	3		
4	27.0		3	
5	26.3		3	

Teaching Load Distribution Departmentalized Instruction

Subject	2004-05			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	26.0	4	14	2
Math	25.9	1	12	
Science	26.3	3	11	
Social Science	26.6	2	14	

Subject	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	22.1	8	15	
Math	25.8	4	8	1
Science	26.7	3	11	
Social Science	27.6	1	13	

Subject	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	25.0	4	18	1
Math	26.5	2	11	
Science	26.9	1	12	1
Social Science	25.0	3	11	

INSTRUCTIONAL TIME

During the 2006-07 school year, Beverly Vista School offered 180 days of instruction comprised of regular, minimum, and early release days as illustrated in the table below, which were used for parent conferences. Grades K-5 were provided modified days for parent conferences; grades 6-8 were provided modified days for parent conferences, staff training activities, and teacher planning time.

All instructional minutes offered at Beverly Vista School during the 2006-07 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 2006-07		
Grade Level	Actual Minutes Offered	State Requirement
K	40,170	36,000
1-3	50,640	50,400
4-5	54,180	54,000
6-8	67,407	54,000

Grade Level	Total Modified Days	Total Regular Days
K-AM	0	180
K-PM	6	174
1-3	11	169
4-5	12	168
6-8	10	170

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

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

During the 2006-07 school year, Beverly Hills Unified School District offered three staff development days, which focused on assessment types (formative and summative) and how best to utilize these assessments to monitor student progress (grades K-8). Portions of these days were led by administrators at school sites and at articulation meetings across the district. To provide ongoing training and support, K-8 Teacher Specialists, selected by their grade levels/departments and trained by Educational Services, led staff development workshops in the use of formative and summative assessments and the importance of looking at student work for instructional improvement opportunities.

Staff Development Days Three-Year Trend		
2004-05	2005-06	2006-07
4	4	4

A portion of staff development days were held at each of the school sites. During the 2006-07 school year, Beverly Vista School sponsored four site-based staff development days which focused on analyzing assessment results and

student work, identifying indicators of student learning, lesson demonstrations, and grade level articulation. During common planning periods, teachers collaborate among each other and with the principal to review formative assessment results and discuss concerns regarding students who are not meeting grade level proficiency standards.

The district supplements professional development activities with additional training sessions and workshops year-round to support newly adopted and ongoing programs. Supplemental professional development is offered throughout the school year and over the summer break. District-sponsored training sessions offered during the 2006-07 school year included:

- Benchmark Assessments (ongoing)
- Differentiated Instruction (elementary grades)
- Disaster Awareness Response Training (DART)
- Professional Learning Communities

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

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

job-related training from vendors, department supervisors, and district representatives.

INSTRUCTIONAL MATERIALS

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

On October 9, 2007, at 7:00 p.m., Beverly Hills Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #2006-2007-001 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.

District Adopted Textbooks (Grades K-8)

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

SCHOOL LEADERSHIP

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

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

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

SPECIALIZED INSTRUCTION

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

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

Beverly Vista School's special education program is supported by highly qualified, caring staff. Two special education teachers and three special education aides provide full-day instruction in two special day classes. Three resource specialist teachers and two resource specialist aides provide individual and small group instruction for special education students either in their general education classroom or in the resource room. Special education students are mainstreamed as much as possible into the general education classroom and provided instruction in the least restrictive environment. Each student's curricular agenda is based upon their Individual Education Plan (IEP), which is reviewed and updated

annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and coordinates specially-designed instruction based upon individual academic, social, and/or behavioral needs.

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

Beverly Vista School offers a Gifted and Talented Education program for students in grades 4-8 who have been recognized as high achievers by their teachers and through district testing. GATE students in grades 4-5 are clustered by grade level to receive differentiated instruction by GATE-trained teachers; GATE and high achieving students in grades 6-8 are placed in honors or advanced classes. GATE students are provided an accelerated curriculum in depth and breadth and in some cases assigned special projects for enrichment. Students are invited to participate in district-sponsored educational field trips and special activities during the school day on a pull-out basis periodically throughout the year.

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

- Title I Tutoring available before, during, and after school. Middle school students may visit with the Title I teacher during their study hall period to work on reading skills.
- After-school tutoring provided by Maple Center volunteers and some of the middle school teachers. Services may be recommended by

school staff and parents coordinate sessions directly with the center.

- Reading Specialist: One certificated K-2 teacher works with students in first and second grades who are reading below grade level proficiency standards. Students receive support between two and three days a week. Progress is evaluated at the beginning and end of the year; a diagnostic assessment is administered mid-year to analyze mastery of specific skill sets.
- Reading Plus: Students in seventh and eighth grade scoring at the Basic level or below on state reading assessments are required to enroll in Reading Plus in lieu of an elective.
- English Learners: Students who need additional assistance in acquiring the English language receive after-school assistance. Instruction is based upon each referred student's individual learning and fluency levels.
- After-school Tutoring: Teachers (grades 4-8) are available after school for tutoring. Students may volunteer or be recommended to attend sessions to improve performance in any subject area.
- Study Skills: An elective course for middle school students which is let by the school counselor. Students are engaged in the "Why Try" curriculum designed to improve social skills and classroom performance using 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.
- Math: Sixth, seventh, and eighth grade students may be referred to after school Accelerated 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 2006-07 school year, the school employed 47 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of

Teacher Credentials & Assignments

	Beverly Vista				BHUSD			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
Total Teachers	43	43	47		283	281	296	
Teachers with Full Credential	41	43	47		275	277	290	
Teachers without Full Credential	2	0	0		8	4	6	
Teachers in Alternative Routes to Certification	0	0	0		5	2	5	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	1	0	0		3	2	1	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	2	3	0		9	11	6	
Teacher Misassignments - Total	0	5	5	0	0	45	75	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	5	5	0	0	45	75	0
Teacher Vacancies	0	0	0	0	0	0	0	0

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2006-07		
Beverly Vista	95.8	4.2
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	0.0%	0.0%
Low-Poverty Sch.	97.9	2.1

Teacher Education Levels

2006-07

	Beverly Vista %	BHUSD %
Doctorate	0.0	1.7
Master's Degree plus 30 or more semester hours	29.8	38.2
Master's Degree	25.5	25.0
Bachelor's Degree plus 30 or more semester hours	40.4	30.1
Bachelor's Degree	4.3	5.1
Less than a Bachelor's Degree	0.0	0.0

a Bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

TEACHER EVALUATIONS

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

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

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

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to develop a needs improvement plan. Corrective measures in the needs improvement plan may include ongoing participation in CTSA, referral to the Peer Assistance and Review Program (PAR), or participation in additional staff development. Teachers may discontinue needs improvement obligations when a "satisfactory" rating is acquired in future evaluations.

SUBSTITUTE TEACHERS

Beverly Hills Unified School District had a pool of 119 qualified substitute teachers during the 2006-07 school year. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute

permit. Beverly Vista School rarely has difficulty in obtaining a qualified substitute teacher from the district's pool. In the event a substitute teacher is not available, teachers share the responsibility and over the absent teacher's class during their prep period.

SUPPORT SERVICES STAFF

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

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

Beverly Vista School welcomes volunteers from the city's Maple Center, a regional counseling center that sponsors activities with the students, discussing social and conflict resolution skills. School psychologists are available to assist with academic, social, and emotional issues as well as provide needed psycho-educational assessments to determine eligibility for special education services and to facilitate coordination of Individual Education Plans (IEP). School nurses conduct health screening programs; health technicians provide basic first aid.

Counselors & Support Personnel

(Nonteaching Professional Staff)

2006-07

	No. of Staff	FTE
Counselor	1	1.0
School Resource Officer	1	1.0
Psychologist	2	0.8
School Nurse	1	0.2
Health Technician	1	0.5

FTE = Full-Time Equivalent

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 2005-06 school year, Beverly Hills Unified School District spent an average of \$9,047 of total general funds to educate each student (based on 2005-06 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

2005-06

	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$41,759	\$38,479
Mid-Range Teacher Salary	\$65,338	\$60,306
Highest Teacher Salary	\$75,996	\$74,193
Average Principal Salaries:		
Elementary School	\$110,822	\$92,985
High School		
Superintendent Salary	\$166,872	\$155,314
Percentage of General Fund Expenditures For:		
Teacher Salaries	43.76%	40.80%
Administrative Salaries	5.14%	5.72%

Current Expense of Education per Pupil

2005-06

Expenditures Per Pupil	Dollars Spent per Student				
	Beverly Vista	BHUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,536	\$6,003	92.2%	N/A	N/A
Restricted (Supplemental)	\$429	\$507	84.5%	N/A	N/A
Unrestricted (Basic)	\$5,108	\$5,496	92.9%	\$4,943	103.3%
Average Teacher Salary	\$56,045	\$67,128	83.5%	\$58,776	95.4%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2005-06 school year, the district received approximately \$3,720 per student in federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Class Size Reduction (federal and state)
- Peer Assistance & Review
- Economic Impact Aid
- Eisenhower Math & Science
- Gifted & Talented Education
- Innovative Strategies (Title VI)
- Instructional Materials
- Safe and Drug Free Schools (Title IV)
- Special Education
- School Library Block Grant
- School Improvement Program
- Tenth Grade Counseling
- Title I, III, & V
- Tobacco Use Prevention Education (TUPE)