



Beverly Hills
Unified School District
CREATING A WORLD CLASS EDUCATION

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BEVERLY VISTA SCHOOL



2016-17 Annual School Accountability Report Card

A Report of 2016-17 Activity Published in January 2018

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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
College Preparation & Work Readiness
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 data was acquired in November 2017 and the school facilities documentation referred to in this report were acquired in February 2018.

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 4,000 students in grades transitional 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 2016-17 school year, Beverly Vista School served 710 students in grades PreK-8. Student enrollment included 13.7% receiving special education services, 10.6% qualifying for English Learner support, and 9% 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.



Student Enrollment by Subgroup/Grade Level 2016-17

| Ethnic Group | % | Grade Level | # |
|-----------------------------------|-------|------------------|-----|
| African American | 2.5% | Kindergarten | 79 |
| American Indian or Alaskan Native | | Grade 1 | 66 |
| Asian | 9.6% | Grade 2 | 66 |
| Filipino | 0.4% | Grade 3 | 78 |
| Hawaiian or Pacific Islander | | Grade 4 | 80 |
| Hispanic or Latino | 0.1% | Grade 5 | 82 |
| White (not Hispanic) | 7.8% | Grade 6 | 83 |
| Two or More Races | 73.2% | Grade 7 | 88 |
| Socioeconomically Disadvantaged | 6.3% | Grade 8 | 88 |
| English Learners | 9.0% | | |
| Students with Disabilities | 10.6% | | |
| Migrant Education | 13.7% | | |
| Foster Youth | | Total Enrollment | 710 |

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in 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, Run for Success, 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, 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) 229-3665.

School-to-home communication takes place in a variety of formats. The PTA issues weekly electronic newsletters (*E-Tree*) featuring highlights of recent events, upcoming activities, safety and attendance reminders, and special announcements. The principal sends out regular informational messages regarding academic programs and topics regarding safety. A monthly calendar of events including the food services menu 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 20 languages at home; when necessary, school-to-home communication is provided in other languages as well as English.

STUDENT ACHIEVEMENT

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/cal/.

| California Assessment of Student Performance and Progress Test Results in Science | | | | | | |
|---|---------------|-------|-------|-------|-------|-------|
| All Students | | | | | | |
| Percentage of Students Meeting or Exceeding the States Standards | | | | | | |
| | Beverly Vista | | BHUSD | | CA | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science (Grades 5 & 8) | 81 | 78 | 83 | 84 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) 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. The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight | | | | | | |
|---|---------------|-------|-------|-------|-------|-------|
| Percentage of Students Meeting or Exceeding the State Standards | | | | | | |
| | Beverly Vista | | BHUSD | | CA | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| English-Language Arts/Literacy | 70 | 72 | 77 | 75 | 48 | 48 |
| Mathematics | 64 | 66 | 64 | 65 | 36 | 37 |

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. An asterisk () appears in the table when the number of students tested is ten or less.*

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)
2016-17**

| | English Language Arts/Literacy | | | | Mathematics | | | |
|---------------------------------|--------------------------------|---------------|----------------|-------------------------|------------------|---------------|----------------|-------------------------|
| | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students Tested | 496 | 490 | 98.8% | 71.8% | 496 | 491 | 99.0% | 65.8% |
| Male | 230 | 229 | 99.6% | 66.8% | 230 | 230 | 100.0% | 66.1% |
| Female | 266 | 261 | 98.1% | 76.3% | 266 | 261 | 98.1% | 65.5% |
| African American | 13 | 13 | 100.0% | 53.9% | 13 | 13 | 100.0% | 30.8% |
| Asian | 56 | 55 | 98.2% | 81.8% | 56 | 55 | 98.2% | 81.8% |
| Filipino | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 35 | 34 | 97.1% | 79.4% | 35 | 34 | 97.1% | 67.7% |
| White (not Hispanic) | 364 | 360 | 98.9% | 70.8% | 364 | 361 | 99.2% | 66.2% |
| Two or More Races | 27 | 27 | 100.0% | 66.7% | 27 | 27 | 100.0% | 44.4% |
| Socioeconomically Disadvantaged | 47 | 47 | 100.0% | 63.8% | 47 | 47 | 100.0% | 66.0% |
| English Learners | 65 | 63 | 96.9% | 57.1% | 65 | 64 | 98.5% | 51.6% |
| Students with Disabilities | 70 | 68 | 97.1% | 44.1% | 70 | 68 | 97.1% | 35.3% |

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. An asterisk (*) appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2016-17 | | | |
|--|--------------------------|--------|--------|
| Grade(s) Tested | Number of Standards Met: | | |
| | 4 of 6 | 5 of 6 | 6 of 6 |
| Fifth | 9.8% | 36.6% | 42.7% |
| Seventh | 10.5% | 25.6% | 58.1% |

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.

FEDERAL INTERVENTION PROGRAM

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, 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 2016-17, Beverly Vista School did not participate in the Title I program and is therefore not subject to comply with Title I program requirements.

| Federal Intervention Program 2016-17 | | |
|---|---------------|-----------|
| | 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 | | N/A |
| % Schools Currently In PI | | N/A |

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

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. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

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.

2016-17 Campus Improvements:

- Redesign of campus grounds and landscaping to meet city and state requirements to conserve water
- Replace wind screen on fences around perimeter of school
- Installation of a new audio/visual system in auditorium

2017-18 Campus Improvements in Progress:

- Remediate specified areas around campus with regards to proper water drainage
- Improvements to security fencing
- Installation of safety lighting to basketball court area
- Upgrades to security cameras
- Painting of the exterior buildings and interior hallways campus wide
- Improvements to E Building deck to bring up to code and water proof

- Installation of a safety rubber mat in the playground equipment area
- Installation of new turf in the kindergarten yard
- Installation of safety railing and anti-skate rails in the atrium
- Installation of new windows in the nurse's office

| 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. The "Measure E Construction Activities" chart contained within this report provides current information as to the status of Measure E projects.

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 TK-8 playground areas; middle school students line up at their classroom door five minutes prior to their first class. During recess and lunch, nine playground assistants monitor student activities on the playground and in the cafeteria. The school 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 and administration 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 2017, and shared with school staff in August 2017.

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 lead day custodian, three full-time evening custodians, and one day 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 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 30, 2018. The Facility Inspection table illustrated in this report identifies the state-required inspection areas, disclosing the operational status in each of those areas. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

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 the tables on the following page for status of all buildings.

Measure E Construction Activities - Project Status as of 1/18/18

No Activity to Report

| Item Inspected | | School Facility Good Repair Status | | | |
|---|---|--|------|---|------|
| | | Repair Status | | | |
| | | Good | Fair | Poor | |
| Inspection Date: January 30, 2018 | | Repair Needed and Action Taken or Planned | | | |
| Systems | ✓ | | | | |
| Interior Surfaces | ✓ | | | B-210, B2-204, D2-217, D3-307 & D3-310 Classrooms - Replace ceiling tiles | |
| Cleanliness | ✓ | | | | |
| Electrical | ✓ | | | B-210, B1-111, C1-111 & C2-204 Classrooms - Replace light bulbs; C1-104 Classroom - Replace ballast | |
| Restrooms/Fountains | ✓ | | | | |
| Safety | ✓ | | | | |
| Structural | ✓ | | | | |
| External | ✓ | | | | |
| Overall Summary of School Facility Good Repair Status | | | | | |
| | | Exemplary | Good | Fair | Poor |
| Overall Summary | | | ✓ | | |

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 Pyramid of Success, character development program created and successfully utilized by famed UCLA basketball coach John Wooden. Each month students focus on the blocks that make up the pyramid such as Hard Work & Enthusiasm, Friendship & Loyalty, Cooperation, Self-Control & Determination, Alertness & Action, Fitness & Skill, Team Spirit, Poise & Confidence, and Personal Best. Each month the corresponding trait is emphasized in themed activities and class discussions. All school staff encourage students to practice the Pyramid of Success while at school and at home. 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 8th grade will engage in the Naviance college readiness program which will be led by the school counselor. In addition to this program students in grades 4-8 will be exposed to college and career paths through a speaker series comprised of professionals in various fields. All students in grades K-8 will be exposed to college and career paths in various activities.

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 2-8) 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. In addition Beverly Vista employs a school model of behavioral remediation.

| Suspensions and Expulsions | | | | | | | | | |
|----------------------------|---------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Beverly Vista | | | BHUSD | | | CA | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Suspensions | 2.70% | 2.70% | 1.20% | 2.20% | 2.30% | 3.50% | 3.80% | 3.70% | 3.60% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.05% | 0.00% | 0.05% | 0.09% | 0.09% | 0.09% |

ENRICHMENT ACTIVITIES

Students are encouraged to participate in Beverly Vista School's extracurricular activities as well as take advantage of city-sponsored programs. These activities promote positive attitudes, encourage achievement, and instill a sense of belonging among students. Students are encouraged to participate in field trips, student government, Youth in Government, various math competitions, choir, band, and service learning opportunities for enrichment. Middle school students are given the opportunity to participate in outdoor education: sixth grade students 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 and engaging classes, educational enrichment, and Adventure Camp.

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 | | | | |
|--|--------------------------|--------------------|-------|-----|
| 2014-15 | | | | |
| Grade | Average Class Size | Number of Classes* | | |
| | | 1-20 | 21-32 | 33+ |
| K | 20.0 | 4 | | |
| 1 | 20.0 | 3 | | |
| 2 | 20.0 | 3 | | |
| 3 | 20.0 | 3 | | |
| 4 | 29.0 | | 2 | |
| 5 | 26.0 | | 3 | |
| 2015-16 | | | | |
| K | 20.0 | 4 | | |
| 1 | 20.0 | 3 | | |
| 2 | 19.0 | 4 | | |
| 3 | 18.0 | 4 | | |
| 4 | 22.0 | | 3 | |
| 5 | 25.0 | | 3 | |
| 2016-17 | | | | |
| K | 20.0 | 3 | 1 | |
| 1 | 22.0 | | 3 | |
| 2 | 22.0 | | 3 | |
| 3 | 20.0 | 4 | | |
| 4 | 27.0 | | 3 | |
| 5 | 27.0 | | 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 | | | | |
|--|-----------------------|--------------------|-------|-----|
| 2014-15 | | | | |
| Subject | Average Class Size | Number of Classes* | | |
| | | 1-22 | 23-32 | 33+ |
| English | 20 | 7 | 4 | 0 |
| Math | 18 | 7 | 4 | 0 |
| Science | 26 | 1 | 7 | 0 |
| History | 24 | 3 | 5 | 0 |
| 2015-16 | | | | |
| English | 18 | 9 | 7 | 0 |
| Math | 15 | 8 | 8 | 0 |
| Science | 26 | 2 | 13 | 0 |
| History | 26 | 2 | 8 | 0 |
| 2016-17 | | | | |
| English | 19 | 7 | 3 | 0 |
| Math | 19 | 7 | 3 | 0 |
| Science | 24 | 3 | 6 | 0 |
| History | 25 | 3 | 4 | 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

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Beverly Hills Unified School District are currently being aligned to the California 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 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 26, 2017, 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 #2017-2018-006 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 2017-18 school years, all students enrolled in elective classes were provided with a textbook or supplemental materials to use in class and to take home. These materials are in alignment with the California State Standards.

STAFF DEVELOPMENT

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

During the 2016-17 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 2016-17 school year included:

- English Language Arts Adoption
- Human Growth Development Training
- Instructional Technology

Beverly Vista School offers supplemental staff training to support specific needs of both teachers and students. Training during the school year took place on late start Wednesdays. 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. During the 2016-17 school year Beverly Vista School focused on the following topics:

- Assessing Student Behavior
- CAASPP Training
- Character Development
- Differentiated Instruction
- ELD Standards
- Flexible Student Groups Based Upon Formative Assessments
- Instructional Technology in the Classroom
- Lesson Analysis
- Safety
- Special Education Training
- STEM Training.

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.

| Staff Development Days Three-Year Trend | | |
|--|---------|---------|
| 2014-15 | 2015-16 | 2016-17 |
| 3 | 3 | 2 |

| 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 | | | | |
| 2016 | Yes | Benchmark Education - Benchmark Advance | 0% | K-5 |
| 2016 | Yes | McGraw-Hill Education - Study Sync | 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 "Instant | 0% | K |
| 2008 | Yes | Houghton Mifflin - Harcourt Science "Unit Big | 0% | 1 |
| 2008 | Yes | Houghton Mifflin - Harcourt Science "Hardcover" | 0% | 2-5 |
| 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 - History - Social Science for California "Learn and Work" | 0% | K |
| 2007 | Yes | Scott Foresman - History - Social Science for California "Time and Place" | 0% | 1 |
| 2007 | Yes | Scott Foresman - History - Social Science for California "Then & Now" | 0% | 2 |
| 2007 | Yes | Scott Foresman - History - Social Science for California "Our Communities" | 0% | 3 |
| 2007 | Yes | Scott Foresman - History - Social Science for California "Our California" | 0% | 4 |
| 2007 | Yes | Scott Foresman - History - Social Science for California "Our Nation" | 0% | 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 |

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 and Site Technology Advisory Committee (BVSTAC). 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. The BVSTAC creates a vision of instructional technology to be used on campus and is a part of the decision making for technology purchases.

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 California 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 a highly qualified and caring staff. There is one pre-school, one SDC, 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 and for some students in a dedicated EL classroom. 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:

- Reading & Math Intervention Specialists: Students in kindergarten thru fifth grade scoring at the Basic level or below on state reading assessments are enrolled in Reading in lieu of an elective.
- Before-school & at Lunch Tutoring: Credentialed teachers are available before and during lunch for tutoring. Students may volunteer or be recommended to attend sessions to improve performance in various subject area.
- Library: The library is open during lunch everyday and closes at 4:00 p.m. Two days a week the library stays open until 5:15 p.m.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

During the 2016-17 school year, Beverly Vista School had 54 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

| | Teacher Credentials and Assignments | | | | | |
|---|-------------------------------------|-------|-------|-------|-------|-------|
| | Beverly Vista | | | BHUSD | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Total Teachers | 57 | 54 | 54 | 309 | 290 | 287 |
| Teachers with Full Credential | 57 | 54 | 54 | 309 | 290 | 287 |
| Teachers without Full Credential | 0 | 0 | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area (with full credential) | 0 | 0 | 0 | 0 | 0 | 0 |
| Teacher Misassignments for English Learners | 0 | 0 | 0 | 1 | 1 | 2 |
| Total Teacher Misassignments* | 1 | 1 | 0 | 3 | 6 | 3 |
| Teacher Vacancies | 0 | 1 | 1 | 0 | 4 | 1 |

*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.*

SUPPORT SERVICES STAFF

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

In addition to providing academic guidance, school counselors conduct classroom visits to discuss social issues and conflict resolution, and identify and resolve diverse issues interfering with a student's ability to learn and succeed in school.

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

Counselors and Support Personnel (Nonteaching Professional Staff)

2016-17

| | 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 | 1 | 0.2 |
| 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.

Teacher and Administrative Salaries 2015-16

| | BHUSD | State Average of Districts in Same Category |
|-----------------------------|---------|---|
| Beginning Teacher Salary | 51,230 | 44,144 |
| Mid-Range Teacher Salary | 80,958 | 69,119 |
| Highest Teacher Salary | 98,626 | 86,005 |
| Average Principal Salaries: | | |
| Elementary School | 141,450 | 106,785 |
| High School | 170,000 | 121,395 |
| Superintendent Salary | 249,000 | 178,104 |
| Percentage of Budget For: | | |
| Teacher Salaries | 40 | 34 |
| Administrative Salaries | 5 | 6 |

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

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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

PUBLIC INTERNET ACCESS LOCATION

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

Open to the Public:

Mon.-Thurs. 10:00-9:00

Fri.-Sat. 10:00-6:00

Sun. 12:00-5:00

Phone: (310) 288-2220

www.bhpl.org

Number of Computers Available: 22

Printers Available: Yes

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 2015-16 school year, Beverly Hills Unified School District spent an average of \$15,353 of total general funds to educate each student (based on 2015-16 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.)

Expenditures Per Pupil and School Site Teachers Salaries 2015-16

| 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 | 7,701 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 187 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 7,514 | 8,221 | 91.4% | 6,574 | 114.3% |
| Average Teacher Salary | 81,109 | 72,423 | 110.3% | 69,649 | 116.5% |

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 2015-16 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
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally Defined
- Special Education
- State Lottery
- Teacher Recruitment/Incentives
- Title I, II, III
- Vocational Programs