

Beverly Hills Unified School District



BEVERLY HILLS
UNIFIED SCHOOL DISTRICT
EDUCATION REIMAGINED

Beverly Vista Middle School



2020-21 Annual School Accountability Report Card

A Report of 2020-21 Activity Published in January 2022

Beverly Vista Middle School Grades 6-8

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21 and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Principal's Message

Welcome to Beverly Vista Middle School's Annual School Accountability Report Card. The staff, students, and community have continued to transition from a K-8 into a dedicated middle school. This report details a school year that was spent mostly in distance learning.

During home learning, Beverly Vista Middle School remained committed to providing comprehensive and challenging learning for all students. Teachers committed to instructing and interacting with students for the entire school day. This commitment was not only shown through class instruction but also through virtual club involvement, virtual lunch time activities, weekly "DogCast" videos presented by ASB, and virtual musical performances.

Beverly Vista Middle School believes in educating students with an eye toward the future. We firmly believe in the idea of developing the whole child focusing not only on academics, but social and emotional development as well. With our four pillars of character, we seek to help our students Build Resilience, Value Learning, Make Connections, and Show Integrity. Together with the staff, parents, and community we have created the safe and nurturing environment necessary for the development of a world-class school.

The return to in-person learning last year was focused on keeping students and staff safe. Families had the choice to return to in-person or to remain at home. During this time, teachers were tasked with the dual role of teaching the students in person and online at the same time. Teachers were provided with significant technology to meet this demand and all students continued to learn regardless of being in person or at home.

Kelly Skon, Ph.D.
Principal



District Description

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 3,200 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of three elementary schools, one middle school, one comprehensive high school, and one continuation high school.

District Mission and Vision

In a safe and supportive community, BHUSD will deliver a rigorous and enriching quality education, and prepare all students to thrive as productive citizens in a complex, changing world.

All students will be inspired to act with integrity and realize their academic potential while achieving college and career readiness.

School Description

Beverly Vista Middle School is located in the southern region of the district's boundaries and is considered a neighborhood school. Many of Beverly Vista Middle School's students are the children and grandchildren of alumni who value the school's long-standing traditions of excellence. During the 2020-21 school year, Beverly Vista School served 876 students in grades 6-8. Student enrollment included 13.5% receiving special education services, 4.6% qualifying for English Learner support, and 17.1% enrolled in the free or reduced-price meal program.

| Student Enrollment by Student Group and Grade Level 2020-21 | | | |
|---|-----------------------|------------------|---------------|
| Student Group | % of Total Enrollment | Grade Level | # of Students |
| Female | 47.1% | Grade 6 | 258 |
| Male | 52.9% | Grade 7 | 293 |
| Non-Binary | | Grade 8 | 325 |
| American Indian or Alaskan Native | | | |
| Asian | 11.3% | | |
| Black or African American | 2.7% | | |
| Filipino | 0.7% | | |
| Hispanic or Latino | 8.6% | | |
| Native Hawaiian or Pacific Islander | 0.2% | | |
| Two or More Races | 6.4% | | |
| White | 69.3% | | |
| English Learners | 4.6% | | |
| Foster Youth | | | |
| Homeless | | | |
| Migrant | | | |
| Socioeconomically Disadvantaged | 17.1% | Total Enrollment | |
| Students with Disabilities | 13.5% | | 876 |

Beverly Vista Middle 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 Middle 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

In a safe and supportive community, BHUSD will deliver a rigorous and enriching quality education, and prepare all students to thrive as productive citizens in a complex, changing world.

School Vision

All students will be inspired to act with integrity and realize their academic potential while achieving college and career readiness.

Local Control Accountability Plan (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. 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) for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

| | Beverly Vista | | BHUSD | | CA | |
|-----------------------------|---------------|-------|-------|-------|-------|-------|
| | 19-20 | 20-21 | 19-20 | 20-21 | 19-20 | 20-21 |
| Science (Grades 5, 8, & 10) | N/A | 49.5 | N/A | 44.56 | N/A | 28.72 |

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

| | 2020-21 | | | | |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
| All Students Tested | 318 | 301 | 94.65% | 5.35% | 49.50% |
| Female | 140 | 133 | 95.00% | 5.00% | 45.11% |
| Male | 178 | 168 | 94.38% | 5.62% | 52.98% |
| American Indian or Alaskan Native | N/A | N/A | N/A | N/A | N/A |
| Asian | 36 | 36 | 100.00% | 0.00% | 63.89% |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 24 | 24 | 100.00% | 0.00% | 50.00% |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | 17 | 16 | 94.12% | 5.88% | 68.75% |
| White | 230 | 215 | 93.48% | 6.52% | 46.05% |
| English Learners | 13 | 13 | 100.00% | 0.00% | 15.38% |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 54 | 51 | 94.4% | 5.6% | 33.3% |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | 34 | 30 | 88.2% | 11.8% | 20.0% |

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

2020-21

| | English Language Arts/Literacy | | | | | Mathematics | | | | |
|---|--------------------------------|---------------|----------------|--------------------|-------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
| All Students Tested | 870 | 811 | 93.22% | 6.78% | 73.57% | 870 | 788 | 90.57% | 9.43% | 53.89% |
| Female | 411 | 382 | 92.94% | 7.06% | 77.13% | 411 | 367 | 89.29% | 10.71% | 52.19% |
| Male | 459 | 429 | 93.46% | 6.54% | 70.42% | 459 | 421 | 91.72% | 8.28% | 55.37% |
| American Indian or Alaskan Native | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | 97 | 90 | 92.78% | 7.22% | 80.00% | 97 | 91 | 93.81% | 6.19% | 68.89% |
| Black or African American | 24 | 23 | 95.83% | 4.17% | 52.17% | 24 | 23 | 95.83% | 4.17% | 30.43% |
| Filipino | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | 76 | 71 | 93.42% | 6.58% | 71.83% | 76 | 71 | 93.42% | 6.58% | 40.85% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | 62 | 58 | 93.55% | 6.45% | 81.03% | 62 | 57 | 91.94% | 8.06% | 52.63% |
| White | 604 | 563 | 93.21% | 6.79% | 72.92% | 604 | 539 | 89.24% | 10.76% | 54.38% |
| English Learners | 34 | 32 | 94.12% | 5.88% | 29.03% | 34 | 29 | 85.29% | 14.71% | 31.03% |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Military | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 160 | 146 | 91.3% | 8.8% | 65.5% | 160 | 143 | 89.4% | 10.6% | 40.1% |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | 121 | 106 | 87.60% | 12.40% | 35.58% | 121 | 105 | 86.78% | 13.22% | 25.00% |

Note: N/A values indicate this school did not test students using the CAASPP for ELA.

Double dashes (--) appear 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.

Note: At or above grade-level standard in the context of the local assessment administered

Double dashes (--) appear in this 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.

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

| | 19-20 | 20-21 | 19-20 | 20-21 | 19-20 | 20-21 |
|--------------------------------|-------|-------|-------|-------|-------|-------|
| English-Language Arts/Literacy | N/A | 73.85 | N/A | 73.43 | N/A | 49.01 |
| Mathematics | N/A | 53.96 | N/A | 57.18 | N/A | 33.76 |

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Parent Involvement

Parents are encouraged to get involved in Beverly Vista Middle School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. Parents may also 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, and Parent Teacher Association provide opportunities for parents to have input on curricular programs and financial planning.

Through the PTA, Beverly Vista Middle 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 can be obtained from our website at bvms.bhusd.org.

School-to-home communication takes place in a variety of formats. The principal sends out weekly 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 or use email to update parents on classroom activities and assignments. Aeries Communication is an Internet-based messaging system that forwards personalized messages from school staff to each student's home. The PTA issues weekly electronic newsletters featuring highlights of

recent events, upcoming activities, safety and attendance reminders, and special announcements.

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 Aeries Portal. Beverly Vista Middle School'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).

Physical Fitness

In the spring of each year, Beverly Vista Middle School is required by the state to administer a physical fitness test to all students in seventh grade. 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/>.

During the 2020-21 school year, no physical fitness test was given due to the Covid-19 pandemic.

| California Physical Fitness Test Results | | | |
|--|---------------------|--------|--------|
| 2020-21 | | | |
| Grade Level | % of Standards Met: | | |
| | 4 of 6 | 5 of 6 | 6 of 6 |
| Seventh | N/A | N/A | N/A |

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

School Facilities & Safety

Facilities Profile

Beverly Vista Middle 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.

Measure E & Measure BH Bonds

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. In June 2019, the Beverly Hills

| Campus Description | |
|------------------------------|-----------------------|
| Year Built | 1924 |
| Acreage | 6.87 |
| Bldg. Square Footage | 94967 |
| | Quantity |
| # of Permanent Classrooms | 51 |
| # 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 | 2 |
| English Learning Room | 1 |
| Staff Lounge | 1 |
| Teacher Work Room | 2 |
| Spanish Room | 3 |
| French Room | 1 |
| Art Room | 1 |
| Dance Room | 1 |
| Choir Room | 1 |

community approved a \$385 million general obligation bond (Measure BH) to continue the modernization and safety-related upgrades of Beverly Hills Unified School District's elementary, middle and high school facilities that began as a result of Measure E. This bond will finish out the work identified in that bond project and allow the opportunity to start new work that the Measure E bond was unable to fund.

Construction projects started in 2020/21 and continuing into 2021/22 include renovations of restrooms and locker rooms for ADA compliance and for age appropriate fixtures as a result of the district reconfiguration.

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 the campus areas to ensure an orderly

arrival of students to their classrooms. 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, administration is stationed at the main exit gate to ensure students depart in a safe and orderly manner. 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 Middle 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 October 2021.

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 Middle School's office.

Maintenance & Operations (M&O) employs a work order process enabling Beverly Vista Middle School to communicate unscheduled maintenance needs, urgent repairs,

| School Facility Good Repair Status | | | | |
|---|---------------|------|------|---|
| Item Inspected | Repair Status | | | |
| Inspection Date: | Good | Fair | Poor | Repair Needed and Action Taken or Planned |
| July 29, 2021 | | | | |
| Systems | ✓ | | | |
| Interior Surfaces | ✓ | | | Nurse - Ceiling tiles have water stains (mildew present); Counselor, Attendance Office, D205, E-204, E201 & D305 - Ceiling tile has a water stain; Unisex RR - Paper towel dispenser handle is not functioning properly; Lounge & C213 - Ceiling tile is broken; D-150 - Ceiling tile is missing; Girls RR - Water damage to wall; D215, Library/D209 & D311/Teacher Workroom - Ceiling tiles have water stains, ceiling tile is broken; D217, D207 & D308 - Ceiling tiles have water stains; D227 - Ceiling tiles have water stains, water damage to countertop; D228 & D307 - Ceiling tile has a hole, ceiling tile has a water stain; D304 - Ceiling tile has a hole; B111 & B112/B-K3 - Ceiling tiles have water stains (RR is under construction); B109 - Ceiling tiles have water stains, ceiling tiles are missing; B102 - Ceiling tile has a hole; B201 - Ceiling tiles have water stains (hallway); Storage, D226, D204/Storage & D303 - Unsecured items are stored too high; Boys RR - Room has a strong urine odor; D309/Storage - Room is overly cluttered |
| Cleanliness | ✓ | | | |
| Electrical | ✓ | | | Admin - One light can is out; Unisex RR & C.U.M. - One of two light bulbs is out; Storage, Girls RR & Boys RR - One light diffuser is missing; Electrical & D148/Electrical - Used for storage, blocking access to electrical panel; D-150 & B116/Janitor - One light panel is out; Cafeteria - Door closer covers are missing; Kitchen - Two light panels are out (RR is under construction); Boys RR - Three light diffusers are missing; C101 - Multiple light bulbs are out, electrical conduit end cap is missing; Janitor - One light panel is out; Girls RR - One light diffuser is missing, multiple light bulbs are out; Electrical - One light panel is bad/dim; D215 - Two light diffusers are missing (kitchen and storage), multiple light bulbs are out; Library/D209 - Two can lights are out; D227 - Multiple light bulbs are out; E-204 - Two thirds of light bulbs are out (one switch); E-203 - Surge protectors are daisy chained; D307 - Outlet cover is missing; D309/Storage & Janitor - Light diffuser is missing; B102 - Electrical conduit end cap is missing; B201 - Two light panels are out, electrical conduit end cap is missing; B202 - Electrical conduit end caps are missing, two light panels are out |
| Restrooms/Fountains | ✓ | | | Unisex RR - Toilet is not flushing (soiled toilet paper left in toilet), toilet is constantly running; Nurse - Toilet leaks at fitting; C101 - Faucet has a drip; Boys RR - One urinal leaks at wall creating a slip hazard |
| Safety | ✓ | | | Admin - One emergency exit light is not functioning; Principal - Plug in air freshener; D149/Janitor - Flammable materials are improperly stored (fire riser room); Boys RR - Deficiency noted; Library/D209 - Teacher is hanging objects from fire sprinklers (string still attached); D306 - Fire sprinkler escutcheon is missing, paint is peeling on interior wall; D320 - Fire sprinkler escutcheon is missing in eaves (hallway) |
| Structural | ✓ | | | Detention/PTA - Cracks in wall and hallway ceiling; D319 - Cracks in wall |
| External | ✓ | | | Admin, D216, E-203, D303, D304 & D320 - Door closer covers are missing, door handle on door to school is loose; Girls RR - Door closer is broken, door closer cover is missing; D215, D227, E202, D305, D319 & B101 - Door closer cover is missing; B102, B101, B201 & B202 - Door makes loud whooshing sound when closed |
| 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.

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 day groundskeeper are assigned to Beverly Vista Middle 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 Middle School and is responsible for general landscaping and irrigation projects.

Facilities Inspections

Beverly Vista Middle 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 Middle School took place on July 29, 2021. 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 2020-21, 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.

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 based upon Positive Behavior Intervention and Supports (PBIS), a multi-tiered approach to social, emotional and behavior support. This schoolwide positive behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility,

Chronic Absenteeism by Student Group (2020-21)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 891 | 886 | 5 | 0.6 |
| Female | 418 | 417 | 2 | 0.5 |
| Male | 473 | 469 | 3 | 0.6 |
| American Indian or Alaska Native | 100 | 100 | 0 | 0 |
| Asian | | | | |
| Black or African American | 24 | 24 | 0 | 0 |
| Filipino | 6 | 6 | 0 | 0 |
| Hispanic or Latino | 76 | 76 | 0 | 0 |
| Native Hawaiian or Pacific Islander | 2 | 2 | 0 | 0 |
| Two or More Races | 57 | 57 | 0 | 0 |
| White | 619 | 614 | 5 | 0.8 |
| English Learners | 42 | 42 | 0 | 0 |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | 169 | 169 | 1 | 0.6 |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | 137 | 134 | 1 | 0.7 |

Suspensions and Expulsions

| | Beverly Vista | | | BHUSD | | | CA | | |
|-------------|---------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| Suspensions | 3.90% | 4.46% | 2.24% | 4.40% | 3.14% | 0.79% | 3.50% | 2.50% | 0.20% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.10% | 0.00% | 0.00% | 0.10% | 0.10% | 0.00% |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

promote respect, and minimize classroom disruptions.

Middle school students will engage in the Naviance college readiness program which will be led by the school counselor, and will participate in field trips to various college campuses.

Teachers have established grade-appropriate classroom management based on school rules to maintain an effective learning environment. School and classroom rules are posted in the classroom. Behavior expectations are outlined in the student handbook (also available on the school's website). School rules are covered at parent orientation meetings for all students. 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. Beverly Vista Middle School employs the Positive Behavioral Intervention & Supports (PBIS) system.

Suspensions & Expulsions by Student Group (2020-21)

| Student Group | Suspensions | Expulsions |
|---|-------------|------------|
| All Students | 2.24% | 0.00% |
| Female | 0.00% | 0.00% |
| Male | 4.23% | 0.00% |
| Non-Binary | 0.00% | 0.00% |
| American Indian or Alaska Native | 0.00% | 0.00% |
| Asian | 0.00% | 0.00% |
| Black or African American | 0.00% | 0.00% |
| Filipino | 0.00% | 0.00% |
| Hispanic or Latino | 1.32% | 0.00% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 5.26% | 0.00% |
| White | 2.58% | 0.00% |
| English Learners | 2.38% | 0.00% |
| Foster Youth | 0.00% | 0.00% |
| Homeless | 0.00% | 0.00% |
| Socioeconomically Disadvantaged | 5.33% | 0.00% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 7.30% | 0.00% |

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for the Beverly Vista Middle School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Enrichment Activities

Students are encouraged to participate in Beverly Vista Middle 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 academic competitions, choir, band, and service learning opportunities for enrichment. Our students are given the opportunity to participate in outdoor education: sixth grade students attend STEM (Science, Technology, Engineering, and Mathematics) field trips; seventh

Average Class Size and Class Size Distribution

| Grade Level | 2018-19 | | | |
|-------------|--------------------|--------------------|-------|-----|
| | Average Class Size | Number of Classes* | | |
| | | 1-20 | 21-32 | 33+ |
| K | 18.0 | 3 | 1 | |
| 1 | 19.0 | 3 | | |
| 2 | 21.0 | 2 | 1 | |
| 3 | 19.0 | 4 | | |
| 4 | 20.0 | 1 | 3 | |
| 5 | 27.0 | | 3 | |

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

Average Class Size and Class Size Distribution

| Subject | 2018-19 | | | |
|----------------|--------------------|--------------------|-------|-----|
| | Average Class Size | Number of Classes* | | |
| | | 1-22 | 23-32 | 33+ |
| English | 19 | 5 | 4 | 0 |
| Math | 18 | 6 | 3 | 0 |
| Science | 22 | 6 | 3 | 0 |
| Social Science | 24 | 2 | 5 | 0 |

| Subject | 2019-20 | | | |
|----------------|--------------------|--------------------|-------|-----|
| | Average Class Size | Number of Classes* | | |
| | | 1-22 | 23-32 | 33+ |
| English | 22 | 11 | 21 | 2 |
| Math | 22 | 16 | 16 | 2 |
| Science | 23 | 8 | 19 | 2 |
| Social Science | 26 | 3 | 21 | 1 |

| Subject | 2020-21 | | | |
|----------------|--------------------|--------------------|-------|-----|
| | Average Class Size | Number of Classes* | | |
| | | 1-22 | 23-32 | 33+ |
| English | 21 | 20 | 14 | 3 |
| Math | 23 | 19 | 14 | 3 |
| Science | 26 | 10 | 15 | 5 |
| Social Science | 25 | 6 | 19 | 1 |

*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.

and eighth grade students spend four and five days in the field learning applied sciences. Beverly Vista Middle School offers students over 150 clubs and student organizations to support enrichment and connection.

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

The Class Size Distribution 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.

Curriculum & Instruction

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.

Beverly Vista Middle 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. Due to Covid-19, Staff Development moved from a focus of standards-based instructional strategies to teacher and staff training of technology based educational programs.

During the 2020-21 school year Beverly Vista Middle School focused on the following topics:

- Assessing Student Behavior
- Safety
- Technology in the Classroom
- Instructional Technology (Kami, Screencastify, Seesaw, Listenwise, Flocabulary, Nearpod, Peardeck, Google Meets, Jamboard, FlipGrid, Kahoot, Quizzes, Story Creator, Bitmoji Classrooms)
- Virtual/Blended Learning Pedagogy

During the 2019-20, 2020-21, and 2021-22 school years, Beverly Hills Unified School District offered professional 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 included the following topics:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

| 2019-20 | 3 days |
|---|--------|
| <ul style="list-style-type: none"> • Aeries Gradebook / Communications • Google Classroom / G-Suite • Positive Behavior Intervention & Supports (PBIS) | |
| 2020-21 | 3 days |
| <ul style="list-style-type: none"> • Aeries Gradebook / Communications • Goalbook Pathway & Goalbook Toolkit • Google Classroom / G-Suite • Instructional Technology: Kami, Screencastify, Flocabulary, Nearpod, Listenwise, and SeeSaw • Positive Behavior Intervention & Supports (PBIS) • Zoom | |
| 2021-22 | 3 days |
| <ul style="list-style-type: none"> • Strategic Plan Goals & Implementation of Professional Learning Communities • Common Assessments • CPR & First Aid Certifications | |

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. California Teacher Induction Program (CTIP), 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

| Textbooks | | | |
|-----------------------|----------------------------------|--|--|
| Year Adopted | From Most Recent State Adoption? | Publisher and Series | Lack Their Own Assigned Textbooks and/or Instructional Materials |
| Reading/Language Arts | | | |
| 2016 | Yes | Benchmark Education - Benchmark Advance | 0% |
| Math | | | |
| 2013-2014 | Yes | Pearson - enVisionMATH California Common Core © 2015 | 0% |
| Science | | | |
| 2008 | Yes | Houghton Mifflin - Harcourt Science | 0% |
| Social Science | | | |
| 2007 | Yes | Scott Foresman - History - Social Science for California | 0% |

training from vendors, department supervisors, and district representatives. The district makes available technology training for classified staff; topics include general instruction on basic Microsoft Office and Outlook applications.

Instructional Materials

All textbooks used in the core curriculum throughout Beverly Hills Unified School District are currently being aligned to the 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 25, 2021, 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 #2021-2022-005 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2020-21 school year, 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.

School Leadership

Leadership at Beverly Vista Middle School is a responsibility shared among school administrators, instructional staff, and parents. Teamwork between the principal and assistant principals ensure both curricular and operational components of Beverly Vista Middle School function properly.

Grade level and department teams meet once a month during late start Wednesdays to discuss student performance and collectively address inquiries concerning instructional strategies and programs.

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 Middle 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 Middle School's special education program is supported by a highly qualified and caring staff. 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

| Teacher Preparation and Placement / Authorization/ Assignment (2020-21) | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 48.2 | 79.6 | 186.9 | 80.7 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 0 | 0 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.5 | 2.6 | 8 | 3.5 | 112316.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.1 | 1.9 | 4.4 | 1.9 | 12115.8 | 4.4 |
| Unknown | 9.6 | 15.8 | 32.1 | 13.9 | 18854.3 | 6.9 |
| Total Teaching Positions | 60.6 | 100 | 231.4 | 100 | 274759.1 | 100 |

| Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2020-21) | Number |
|---|--------|
| Permits and Waivers | 0 |
| Misassignments | 1.5 |
| Vacant Positions | 0 |
| Total Teachers Without Credentials and Misassignments | 1.5 |

| Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2020-21) | Number |
|---|--------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0 |
| Local Assignment Options | 1.1 |
| Total Out-of-Field Teachers | 1.1 |

| Class Assignments / Indicator (2020-21) | Percent |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 1.6 |
| No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 |

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

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 Middle 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 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 Middle School continues to monitor their performance through the ELPAC and adjusts instruction as needed to ensure continued success.

Beverly Vista Middle 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 Middle 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:

- Library: The library is open before school, during lunch everyday, and closes at 4:00 p.m. One day a week the library stays open until 5:30 p.m.

Professional Staff

Teacher Preparation and Credential

The charts below identify the number of teachers at the Beverly Vista Middle School, the Beverly Hills Unified School District, and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Beverly Vista Middle School's information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teacher.

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 Middle 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.

| Academic Counselors and Other Support Staff 2020-21 | | |
|---|-----------------|------|
| | No. of Staff | FTE* |
| Academic Counselor | 3 | 3.0 |
| Psychologist | 2 | 1.5 |
| School Nurse | 1 | 1.0 |
| Health Technician | 2 | 2.0 |
| Adaptive PE Specialist | 1 | 0.5 |
| Occupational Therapist | 1 | 1.0 |
| Speech & Language Therapist | 1 | 1.0 |

**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.*

SARC Data & Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Beverly Vista Middle School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Disclosure

The statistical information disclosed in this report is 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. Data to prepare the instructional materials sections was acquired in September 2021 and the school facilities section was acquired in October 2021.

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 2019-20 school year, Beverly Hills Unified School District spent an average of \$22,081 of total general funds to educate each student (based on 2019-20 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.)

| Teacher and Administrative Salaries 2019-20 | | |
|--|---------|---|
| | BHUSD | State Average of Districts in Same Category |
| Beginning Teacher Salary | 59,866 | 48,119 |
| Mid-Range Teacher Salary | 94,605 | 74,665 |
| Highest Teacher Salary | 114,385 | 98,160 |
| Average Principal Salaries: | | |
| Elementary School | 151,926 | 118,542 |
| Middle School | 175,886 | 125,068 |
| High School | 189,794 | 133,516 |
| Superintendent Salary | 290,139 | 194,199 |
| Percentage of Budget For: | | |
| Teacher Salaries | 32 | 31 |
| Administrative Salaries | 7 | 6 |

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

| Expenditures Per Pupil and School Site Teachers Salaries 2019-20 | | | | | |
|---|---------------|---------|--|---|------------------------------------|
| Dollars Spent Per Student | | | | | |
| Expenditures Per Pupil | Beverly Vista | BHUSD | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 12,269 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 579 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 11,690 | 11,547 | 101.2% | 8,444 | 138.4% |
| Average Teacher Salary | 107,070 | 102,945 | 106.6% | 77,042 | 139.0% |

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 2019-20 school year, the district received categorical, special education, and support programs, including but not limited to:

- Career & Technical Education Program
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Low-Performing Students Block Grant
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Title I, II, III
- Tobacco-Use Prevention Education



BEVERLY HILLS

UNIFIED SCHOOL DISTRICT

EDUCATION REIMAGINED

CAASPP Test Results in English Language Arts by Student Group Grades Three through Eight and Grade Eleven (School Year 2020–2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| LEAwide | 1859 | 1718 | 92.4% | 7.6% | 73.43% |
| Female | 876 | 813 | 92.8% | 7.2% | 75.09% |
| Male | 983 | 905 | 92.1% | 7.9% | 71.95% |
| American Indian or Alaska Native | * | * | * | * | * |
| Asian | 203 | 189 | 93.1% | 6.9% | 80.96% |
| Black or African American | 53 | 49 | 92.4% | 7.6% | 51.02% |
| Filipino | 13 | 13 | 100% | 0% | 53.85% |
| Hispanic or Latino | 157 | 148 | 94.3% | 5.7% | 71.62% |
| Native Hawaiian or Pacific Islander | * | * | * | * | * |
| Two or More Races | 135 | 126 | 93.3% | 6.7% | 76.98% |
| White | 1290 | 1186 | 91.9% | 8.1% | 73.41% |
| English Learners | 105 | 93 | 88.5% | 11.5% | 30.44% |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | * | * | * | * | * |
| Socioeconomically Disadvantaged | 346 | 313 | 90.4% | 9.6% | 65.7% |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | 249 | 208 | 83.5% | 16.5% | 39.81% |

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear 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.



BEVERLY HILLS

UNIFIED SCHOOL DISTRICT

EDUCATION REIMAGINED

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2020–2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| LEAwide | 1859 | 1724 | 92.7% | 7.3% | 57.18% |
| Female | 876 | 807 | 92.1% | 7.9% | 54.46% |
| Male | 983 | 917 | 93.2% | 6.8% | 59.56% |
| American Indian or Alaska Native | * | * | * | * | * |
| Asian | 203 | 195 | 96.1% | 3.9% | 72.17% |
| Black or African American | 53 | 51 | 96.2% | 3.8% | 29.41% |
| Filipino | 13 | 13 | 100% | 0% | 53.85% |
| Hispanic or Latino | 157 | 151 | 96.2% | 3.8% | 47.68% |
| Native Hawaiian or Pacific Islander | * | * | * | * | * |
| Two or More Races | 135 | 126 | 93.3% | 6.7% | 53.97% |
| White | 1290 | 1180 | 91.4% | 8.6% | 57.64% |
| English Learners | 105 | 98 | 93.3% | 6.7% | 31.63% |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | * | * | * | * | * |
| Socioeconomically Disadvantaged | 346 | 319 | 92.2% | 7.8% | 43.08% |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | 249 | 221 | 88.7% | 11.3% | 27.73% |

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear 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.