

Beverly Hills Unified School District



BEVERLY HILLS
UNIFIED SCHOOL DISTRICT
EDUCATIONAL EXCELLENCE

Beverly Vista Middle School



2024-25 Annual School Accountability Report Card

A Report of 2024-25 Activity Published in February 2026

Beverly Vista Middle School

Grades 6-8

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Principal's Message

Welcome to Beverly Vista Middle School's Annual School Accountability Report Card. The school is in its 6th year as a dedicated middle school and is flourishing. This report details Beverly Vista's academic achievement, curriculum, facilities, school staff, and school expenditures.



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. Our robust Bulldog Aide Wellness Center continues to provide multiple layers of student support, from peer counselors to a dedicated Licensed Marriage and Family Therapist. With our Four Core Values, 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 developing a world-class school.

The 2024–25 school year was filled with both cherished traditions and exciting new opportunities. Our school community continued to shine through pep rallies, after-school athletics, the middle school dance company, drama and instrumental music performances, musical theater productions, and our Science Olympiad team's impressive advancement to the State-level competition, to name just a few.

We also launched new programs, including AVID, designed to help students prepare for and succeed in college. Teachers received dedicated time and support for professional growth through ongoing development in areas such as Professional Learning Communities (PLCs), which encourage collaboration and shared learning among educators, and Response to Intervention (RTI), a system that ensures all students—including those with disabilities—receive high-quality, targeted instruction. As a result of our efforts and dedication to student success, Beverly Vista Middle School was designated as a California Schools to Watch.

Richard Waters
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

Educational Excellence.

District Vision

Our students will realize their full potential to thrive with integrity in a complex, changing world.

Student Enrollment by Student Group 2024-25

Student Group	% of Total Enrollment
Female	44.5%
Male	55.5%
Non-Binary	0.0%
American Indian or Alaska Native	0.0%
Asian	13.1%
Black or African-American	2.3%
Filipino	0.7%
Hispanic or Latino	8.0%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	6.4%
White	64.2%
English Learners	9.2%
Foster Youth	0.0%
Homeless	0.3%
Migrant Services	0.0%
Socioeconomically Disadvantaged	30.6%
Students with Disabilities	14.0%

Student Enrollment by Grade Level 2024-25

Grade Level	# of Students
Grade 6	200
Grade 7	244
Grade 8	243
Total Enrollment	687

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 2024-25 school year, Beverly Vista School served 687 students in grades 6-8. Student enrollment included 14.0% receiving special education services, 9.2% qualifying for English Learner support, 0.3% homeless youth, and 30.6% socioeconomically disadvantaged.

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)

- 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, Open House, student performances, and promotion ceremonies provide opportunities for parents to interact with school staff while supporting their child's efforts. The Principal's Advisory 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 ParentSquare 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

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 (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

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).

Beverly Vista Middle School houses a Fitness Room with 10 weight machines, 4 cardio machines, and other various equipment. The Physical Education Department utilizes this space each period rotating all grade levels through proper strength and conditioning. Additionally, the space is open during lunch for students to workout and is monitored by one of our physical education teachers. Beverly Vista Middle School also offers a comprehensive after school athletic program with various sport teams (flag football, volleyball, cross country, basketball, soccer, track and field, and cheer).

**Physical Fitness Test
% of Students Participating in each of the Five Fitness Components
2024-25**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	98.0%	98.8%	98.8%	97.6%	99.2%

Note: The administration of the PFT requires only participation results for these five fitness areas.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

CAASPP Test Results in Science for All Students 2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	47.74	42.59	42.59	45.45	30.73	32.33

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group 2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	247	240	97.17	2.83	51.67
Female	98	94	95.92	4.08	42.55
Male	149	146	97.99	2.01	57.53
American Indian or Alaska Native	0	0	0	0	0
Asian	30	29	96.67	3.33	58.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	21	100	0	38.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	20	95.24	4.76	65.00
White	163	158	96.93	3.07	52.53
English Learners	19	18	94.74	5.26	11.11
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	86	84	97.67	2.33	42.86
Students with Disabilities	36	35	97.22	2.78	25.71

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

CAASPP Test Results in ELA and Mathematics for All Students 2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	67.0	69.0	68.0	71.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	53.0	58.0	57.0	62.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group 2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	696	673	96.70	3.30	69.24
Female	308	300	97.40	2.60	68.00
Male	388	373	96.13	3.87	70.24
American Indian or Alaska Native	0	0	0	0	0
Asian	90	81	90.00	10.00	70.37
Black or African American	17	16	94.12	5.88	62.50
Filipino	--	--	--	--	--
Hispanic or Latino	57	57	100	0	63.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	78	78	100	0	76.92
White	445	432	97.08	2.92	68.52
English Learners	61	48	78.69	21.31	18.75
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	161	156	96.89	3.11	58.97
Students with Disabilities	100	100	100	0	36.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

CAASPP Test Results in Math by Student Group 2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	696	684	98.28	1.72	57.98
Female	308	302	98.05	1.95	50.00
Male	388	382	98.45	1.55	63.52
American Indian or Alaska Native	0	0	0	0	0
Asian	90	89	98.89	1.11	73.03
Black or African American	17	16	94.12	5.88	43.75
Filipino	--	--	--	--	--
Hispanic or Latino	57	57	100	0	49.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	78	78	100	0	55.13
White	445	435	97.75	2.25	57.60
English Learners	61	58	95.08	4.92	28.07
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	161	157	97.52	2.48	50.96
Students with Disabilities	100	99	99.00	1.00	29.29

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Supervision & Safety

The Beverly Hills Police Department provides police and traffic officers for traffic control in the morning and after school. There is also a School Resource Officer (SRO) on campus when available that is shared with all sites.

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 principals, assistant principal, custodians, and playground assistants carry cell phones and walkie talkies to facilitate routine and/or emergency communications concerning student safety.

Beverly Vista Middle School utilizes the SmartPass electronic hall pass monitoring system which allows us to restrict the time and frequency students can access the hallway, limit concurrent passes, and monitor hallways in real time.

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.

Campus Description	
Year Built	1924
Acreage	6.87
Square Footage	94,967
	Quantity
Permanent Classrooms	51
Portable Classrooms	0
Restrooms (Sets)	10
Atrium w/ Amphitheater Style Seating	1
Cafeteria	1
Auditorium	1
Band Room	1
Library	1
Multipurpose Room	1
Music Rooms	2
English Learning Room	1
Staff Lounge	1
Teacher Workrooms	2
Spanish Rooms	3
French Room	1
Art Room	1
Dance Room	1
Choir Room	1

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, 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.

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 Fall 2025.

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 December 22, 2025. 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 2025-26, 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.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: December 22, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces		X		D-132 – Formica trim is missing on countertop; MPR/E110 – Ceiling tile is broken, ceiling tile has a water stain; C103 – Ceiling tile is broken; Girls' Restroom – Water damage to wall; C210, C212, D217, E204, E203, B102 – Ceiling tiles have water stains; Boys' Restroom – Water damage to ceiling; D212, D211/Textbook – Sink basin is dirty; D227 – Formica trim is chipped on countertop; D306 – Drywall is chipped exposing metal; D319 – Ceiling tile has a hole; B109 – Rubber moulding is missing; B202 – Wall is damaged in hallway; Boys' Restroom – Hole in interior wall (stairwell)
Cleanliness	X			
Electrical		X		C102, C112, C110, C104, E203, E201 – Multiple light bulbs are out; C213, D215, D217 – Multiple light bulbs are out, one light panel is out in hallway; D227 – Multiple light bulbs are out, conduit end cap is missing; D207 – Multiple light bulbs are out, one light panel is out, E204 – Multiple light panels are out, multiple light bulbs are out; B111/K2 – Surge protectors are daisy-chained; B109 – Two light fixtures are out, surge protectors are daisy-chained; Girls' Restroom – One can light is out
Restrooms/Fountains	X			Boys' Restroom – Faucet has a low flow
Safety	X			Admin, Girls' Restroom – No room ID; Girls' Locker Room – Paint is peeling on ceiling in office; Boys' Locker Room – Paint is peeling on door; C102 – Paint is peeling on interior wall; Janitor – Paint is peeling on exterior wall in hallway; Boys' Restroom – Paint is peeling on ceiling; D303 – Fire sprinkler escutcheon is missing in eaves; Girls' Restroom – Paint is peeling on ceiling in hallway; Boys' Restroom – Paint is peeling on interior wall
Structural	X			Admin – Water damage to eaves/covered walkway at entry; Janitor – Crack in exterior wall
External	X			Admin – Exterior benches are broken in front of school; B111/K2 – Door does not shut properly

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		X		
<i>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 proces of being mitigated.</i>				

Classroom Environment

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 1-22 students, 23-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	17	16	19	
Math	18	20	14	
Science	22	8	18	
Social Science	20	15	13	
2023-24				
English	18	16	16	
Math	18	16	15	
Science	20	14	11	
Social Science	21	10	16	
2024-25				
English	17	17	14	
Math	17	22	11	
Science	20	9	15	
Social Science	21	10	13	
*Number of classes indicates how many classes fall into each size category (a range of total students per class).				
***"Other" category, if applicable, is for multi-grade level classes.				

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 Positive Behavior Intervention and Supports (PBIS), a multi-tiered approach to social, emotional, and behavioral support. This schoolwide positive behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility, 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, and of the second semester, the principal and assistant principals conduct grade-level assemblies to reinforce school rules, safety procedures, consequences for poor behavior, and academic expectations. Students are reminded to conduct themselves responsibly and respectfully as needed by their classroom teachers and monthly at grade level "Admin Chats" at school assemblies. Additionally, during the first week of school, each core subject area is assigned a behavioral expectation from the student handbook. Those respective teachers lead lessons about the expectations and administer activities to reinforce the learning.

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 on the student's past behavioral trend and the severity of the 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			
	22-23	23-24	24-25
	School		
% Students Suspended	6.78	6.36	2.25
% Students Expelled	0.00	0.91	0.00
	District		
% Students Suspended	3.99	2.73	2.15
% Students Expelled	0.00	0.22	0.00
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25

Student Groups	Suspensions Rate	Expulsion Rate
All Students	2.25	0.00
Female	0.32	0.00
Male	3.81	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	1.72	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.10	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	0.42	0.00
Students with Disabilities	7.07	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 (over 20 clubs with vibrant programs). Our students are given the opportunity to participate in grade level outdoor education programs. Beverly Vista Middle School offers students over 40 electives and student organizations to support enrichment and connection.

Beverly Vista Middle School has an intramural sports program which include the following Fall programs: Boys' & girls' cross-county, flag football, girls' volleyball, and cheer. Winter programs include boys' & girls' basketball and cheer. Spring programs include boys' & girls' soccer, boys' volleyball, and boys' & girls' track and field.

The Beverly Hills Parks and Recreation Department sponsors after-school day-care programs that feature fun and engaging classes, educational enrichment, and Adventure Camp.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for the Beverly Vista Middle School for the 2024-25 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."

Chronic Absenteeism by Student Group 2024-25

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	711	706	114	16.1
Female	317	314	60	19.1
Male	394	392	54	13.8
American Indian or Alaska Native	--	--	--	--
Asian	93	93	6	6.5
Black or African American	17	17	2	11.8
Filipino	--	--	--	--
Hispanic or Latino	58	58	13	22.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	45	44	9	20.5
White	452	451	74	16.4
English Learners	72	72	18	25.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	237	237	56	23.6
Students with Disabilities	99	99	22	22.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

During the 2024-25 school year Beverly Vista Middle School focused on the following topics:

- Assessing Student Behavior
- Safety
- Technology in the Classroom
- Professional Learning Communities (PLCs)
- Response to Intervention (RtI)
- Improve School Safety
- Supporting Positive Student Behavior
- Improving Teacher Effectiveness
- Improving School Culture/Climate
- Continuing Professional Learning Communities (PLCs)

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.

During the 2023-24, 2024-25, and 2025-26 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, teachers, 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

2023-24	3 days
Professional Learning Communities Math Instruction iReady & NWEA Adoptions/Implementations AI Utilization	
2024-25	3 days
Introduction to the News Literacy Project: Trustworthy Supporting our English Learners in the Classroom Contentious Conversations in the Classroom Workplace Violence & Personal Service Updates PLC Expectations & Cycles Danielson Teaching Framework & Evaluation Cycle	
2025-26	3 days
IM Math Implementation and Training Getting Reading Right Bootcamp Writers' Workshop Special Education Accommodation Implementation English Language Development Strategies in the Classroom Bullseye Training - Charlotte Danielson Framework for Teaching National Geographic Science Training & Implementation iReady Data Review and Training PLC At Work Institute AVID Implementation and Training Dual Immersion Implementation & Training NWEA MAP Growth Training & Implementation Kids Managing Conflict - Peer Mediation	

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 Google Suite and our Learning Management System (LMS) Google Classroom.

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 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 30, 2025 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 #2025-2026-05 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2025-26 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.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2016	McGraw Hill Education: Study Sync	Yes	0%
History-Social Science			
2018	Teacher's Curriculum Institute: Ancient World	Yes	0%
2018	Teacher's Curriculum Institute: Medieval World & Beyond	Yes	0%
2018	Teacher's Curriculum Institute: US through Industrialism	Yes	0%
Mathematics			
2013-2014	Houghton Mifflin: Big Ideas Math - California Course 1	Yes	0%
2013-2014	Houghton Mifflin: Big Ideas Math - California Course 2	Yes	0%
2013-2014	Houghton Mifflin: Larson Big Ideas -Algebra I © 2015	Yes	0%
Science			
2020	Savvas: Elevate Science Middle Grades for California	Yes	0%

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. The Bulldog Leadership Team (BLT), which is comprised of the principal, assistant principals, department chairs, counselor, classified staff representative, special education staff representative, meets two times per month regarding instruction and academic achievement.

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 Principal Advisory Council (PAC) is comprised of administrators, teachers, classified staff, and parents and meets periodically. The PAC 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 upon individual academic, social, and/or behavioral needs. Two speech and language therapists, one full-time school psychologist, one part-time 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.
- After School Tutoring
- Lunch Tutoring

Professional Staff
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 & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselors	4	4.0
Marriage Family Therapist	1	1.0
Speech & Language Therapist	1	1.0
Psychologists	2	1.5
School Nurse	1	1.0
Health Technicians	2	2.0
Occupational Therapist	1	1.0
Adaptive PE Specialist	1	0.5
Average Number of Students per Academic Counselor	272.67	
<i>Note: 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.</i>		

Teacher Preparation and Credential

The charts in this report 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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	2.4	4.6	5.6
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.4	4.6	5.6

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.3	0.8	0.0
Total Out-of-Field Teachers	0.3	0.8	0.0

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	2.9	10.4	11.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0

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

Teacher Preparation and Placement Authorization

	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	40.2	0.0	5.6	0.0	4.0	49.9
School %	80.5	0.0	11.32	0.1	8.06	100.0
District #	177.6	0.1	13.3	3.6	12.4	207.2
District %	85.7	0.08	6.45	1.74	6.02	100.0
State #	230039.4	6213.8	16855.0	12112.8	13705.8	278927.1
State %	100.0	2.23	6.04	4.34	4.91	100.0
2022-23						
School #	44.1	0.0	4.6	0.8	4.3	54.0
School %	81.81	0.0	8.65	1.54	7.96	100.0
District #	190.3	0.0	15.0	4.5	11.2	221.2
District %	86.05	0.0	6.78	2.07	5.09	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	45.9	0.0	2.4	0.3	7.7	56.5
School %	81.4	0.0	4.28	0.58	13.72	100.0
District #	186.1	0.0	7.1	4.8	22.5	220.7
District %	84.32	0.0	3.26	2.18	10.23	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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.

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$67,641	\$57,978
Mid-Range Teacher Salary	\$106,893	\$89,611
Highest Teacher Salary	\$129,240	\$117,194
Superintendent Salary	\$313,079	\$234,075
Average Principal Salaries:		
Elementary School	\$175,694	\$143,632
Middle School	\$184,848	\$149,446
High School	\$203,764	\$162,334
Percentage of Budget:		
Teacher Salaries	28.43%	27.81%
Administrative Salaries	6.12%	5.47%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Expenditures Per Student

For the 2023-24 school year, Beverly Hills Unified School District spent an average of \$31,720 of total general funds to educate each student (based on 2023-24 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.)

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs, including but not limited to:

- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career & Technical Education Program
- Career Technical Education Incentive Grant Program
- Child Nutrition: Kitchen Infrastructure & Training Funds
- COVID Relief Funding
- Department of Rehabilitation
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Lottery: Instructional Materials
- Mental-Health Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Strong Workforce Program
- Title I, II, III
- Tobacco-Use Prevention Education

Expenditures Per Pupil and School Site Teacher Salaries 2023-24

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$15,191	N/A	N/A	N/A	N/A
Restricted	\$516	N/A	N/A	N/A	N/A
Unrestricted	\$14,675	\$14,269	102.8%	\$11,146	131.7%
Avg Teacher Salary	\$120,541	\$117,061	103.0%	\$92,686	130.1%
<i>Note: Cells with N/A values do not require data.</i>					

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 November 2025 and the school facilities section was acquired in February 2026.