

## Section III – School Programs and Processes

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### 1. STANDARDS, ASSESSMENT, AND ACCOUNTABILITY: Monitoring School Effectiveness

How does your school community collaborate to reach consensus on what all students should know and be able to do upon leaving elementary school? How are teachers, paraprofessionals, parents, community members, and others involved in this process? How are the school and district implementing state academic and other content standards? How do the school and district evaluate student assessment data to revise the school's yearly plan for continuing reform and renewal? How are results of student assessment data communicated to parents, including those not fluent in English, and to the community, in addition to the School Accountability Report Card?

The Beverly Vista School community prides itself in the belief that all students have equal access to an education that is academically rigorous and intellectually stimulating. This belief is reflected in our mission statement which ensures “that our students are humane, thinking, productive citizens taught by a professional staff who nurture the affective, cognitive and physical development of our children and inspire the joy of learning. We celebrate the diverse population whose cultural backgrounds enhance the educational experience of our student body. We rejoice in the partnership that exists among our parents, students and staff which fosters a warm, caring environment”.

Our vision represents the collaborative efforts of faculty, parents, students, and community members alike. Through ongoing assessment and open communication, we work together to define, evaluate, and implement school-wide objectives that optimize student achievement toward specific goals. Brainstorming sessions take place with faculty, parents and students. The principal shares ideas with staff in faculty, grade level and department meetings. Forums, such as PTA meetings and School Site Council (SSC), composed of teacher representatives from each grade level, community members, administrators, support personnel, and parents, become venues to communicate ideas. Our local newspapers: the Beverly Hills Courier and the Beverly Hills Weekly and our local television station, KBEV, provide other venues for communication. The Leadership Team, having representatives of all grade levels, subject areas and programs, plays an integral part in the formation of our goals. Along with this team, SSC helps to develop our vision and evaluate our academic progress.

Beverly Vista teachers and administrators formulate grade-level standards and goals through participation in staff development, district-level committees, bi-monthly Articulation Meetings, and monthly site grade-level meetings. Our Student Study Team (SST) consists of administrators, a school psychologist, counselor, community liaison, and specialists in reading, speech, and special education. This team meets bi-weekly to ensure that the individual needs of our diverse student population are being met through programs such as Special Education, Special Reading program, English Learner (EL), Title I and Gifted and Talented Education (GATE). In addition, school wide Character Education and Service Learning programs, a Middle School Advisory program, and Student Council inspire students to participate actively in their learning as members of the larger school community.

Current data underscores our success. An API of 861 and outstanding performances in the Optimist Oratorical competition, Math Counts competition, 28 Art awards at the Los Angeles County Fair, Youth in Government, and the PTA-sponsored Reflections Contest attest to our commitment to high educational standards. We have the evidence and results to demonstrate that our strategic planning, evaluation and feedback have been productive.

Curriculum Guides and Overviews have been developed to provide staff, students, and parents with an outline of grade level and course requirements. These curriculum guides were implemented in 2001-2002 and revised in 2002-2003. Instructional staff reviewed and prioritized content standards using the *California Framework* and other Department of Education documents to ensure a consistent instructional program K-8. All standards are prioritized using the following criteria: **Enduring** (mastered by *all* students at 75% proficiency level); **Important** (mastered by *most* students at 75% proficiency level); and **Familiar** (introduced to *all* students, to be reinforced and mastered at future grade levels). Over the past two years, our district has participated in the adoption of new, standards-based instructional materials in the areas of English/Language Arts, mathematics, science, and social studies. These curriculum guides have been instrumental in selecting materials that meet our students' needs more effectively.

The teaching staff at Beverly Vista is involved actively in evaluating data and determining trends with regard to student performance. Utilizing the Longitudinal Assessment Reporting System (LARS), that vertical grade-level teams disaggregate data to determine relative strengths and weaknesses of academic performance by evaluating norm-referenced and criterion-referenced test results according to student characteristics (e.g., gender, economic status, EL and Title I participation). Local assessments

such as benchmark tests, student portfolios, and quarterly writing assessments are an integral part of the assessment process. Yearly meetings are held with staff, parents, the School Site Council, and the School Board to disseminate and interpret data.

As a result of these different methods of analysis, areas of need are identified and appropriate action plans are developed to address these needs according to "No Child Left Behind" Legislation guidelines. For example, a relative weakness in the area of writing assessment resulted in staff development led by the San Diego County Office of Education (SDCOE) and the implementation of a new, unified writing program. Similarly, a reading improvement program (Reading Plus) was developed in grades 6-8 for students scoring at or below basic in reading comprehension on the CST. In addition, staff development, led by the LAUSD and UCLA Collaborative Institute to (LUCI), was implemented to improve overall performance in mathematics. As a result of such measures, we met our objective as identified in our SSP by increasing the overall number of students who scored at the proficient or advanced levels in the areas of English/Language Arts and mathematics by 3% annually. We also succeeded in increasing the number of EL students who score at the Proficient and Advanced levels on the CST in the areas of English/ Language Arts and Math by 6.5% and 5% respectively. Furthermore, the number of economically disadvantaged students scoring at the Proficient and Advanced level on the CST in English/Language Arts and mathematics increased by 4.5% and 3.5% respectively. Teachers meet regularly by department and grade level to establish pacing guides that facilitate consistent instructional practices and ensure mastery of content standards. This is yet another example of how we at Beverly Vista put plans into action. Moreover, owing to growing parent and teacher awareness of content standards and an effective SST, appropriate and timely interventions are made to individualize instruction for students with special needs. In addition to our special programs, we offer after-school tutoring and on site counseling as another means of intervention.

Communication is a critical component of the academic success we enjoy at Beverly Vista. From the principal's "open door policy," to parent workshops, to our school's Web site, we encourage all members of the school community to "buy into" our vision of what students should know and be able to do in order to achieve success. An Opening Day Packet that includes the Beverly Vista Handbook and Mission Statement is sent home to all families at the beginning of the year. Back-to-School Night is well attended at all grade levels and provides teachers with opportunities to review grade level expectations and content standards with parents. Parent-Teacher contact is maintained throughout the school year both formally (i.e., progress reports, report cards, and scheduled conference) and informally, voicemail, phone calls or letters mailed home). School and teacher newsletters are sent home regularly to keep parents informed of important events, student achievements, and class projects. Parent communications are translated into different languages as the need arises. In addition to the SARC, our Mission Statement, Standardized Test results, Curriculum Overviews for each subject and grade level, and SSC Minutes are all posted on our school and district Web site. Many teachers have their own Web sites that provide information about class projects, homework and weekly or monthly calendars. The school year culminates with our popular Open House, which celebrates each student's individual achievement in reaching his or her academic goals.



## **2. STANDARDS, ASSESSMENT, AND ACCOUNTABILITY: Student Assessment**

How does the school use state, district, school, and classroom student assessment information throughout the school year to improve student achievement of proficiency in content standards? How does the school monitor and report students' progress toward meeting standards, both school wide as well as for individual students? How do teachers use assessment information, including standards-aligned curriculum-embedded assessments, to plan, modify, and strategically target curriculum and instruction, including homework, to students' needs? How does technology facilitate the use of student assessment information in analysis of student progress and decision-making by teachers and the principal? What examples in English-language arts (ELA) and mathematics illustrate how student achievement data were used to implement specific changes in the school's curriculum, instructional practices, and classroom assessment strategies that contributed to improved student achievement? How are school staff involved in the reporting, notification, and interpretation of student assessment results and progress toward achieving standards to parents and the community (including those not proficient in English)?

State, district-wide, and local assessments provide administrators, teachers, paraprofessionals, and the larger school community with appropriate information that guide classroom instructional practices and serve as benchmarks to monitor student achievement. Assessment and evaluation is achieved through discussion at all meetings, which then drives instruction. The teaching staff at Beverly Vista School evaluates data and determines trends in performance. Disaggregated data, norm-referenced test results and criterion-referenced test results are evaluated by grade-level teams

to determine academic strengths and weaknesses. Local standards-based assessment of students guides ongoing curriculum development and reflects district adopted prioritized standards. Instructional staff meets regularly to review the content standards and to ensure that academic content standards are being prioritized as Enduring, Important, and Familiar. In addition, checklists of key learning standards are made available to all staff members as guides for instruction. Ongoing assessments such as: Strategies to Achieve Reading Success (STARS), Comprehensive Assessment of Reading Strategies (CARS), Developmental Reading Assessment (DRA), Phonemic Awareness, Letter and Letter Sound Identification, Student Writing Samples, Grade Level High Frequency Words, State Adopted Text Tests, Student Portfolios, Writing Rubrics, Report Cards, Parent Conferences, and IEP Assessments link state, district and local assessments. In addition, K-5 Articulation Cards are shared annually. The adoption of new, standards-based instructional materials in the areas of English/Language Arts, mathematics, science, and social studies assists teachers in meeting school, district and state-wide goals in the area of student assessment. Now that we have local standards in place, we are working toward developing standards-based report cards.

Regular, comprehensive, and internally consistent assessment information is collected, analyzed, and used to make adjustments for individual student and school programs. Assessment and evaluation drive instruction through district and school-site grade-level meetings to assess data and modify curricula and instruction. District standards are aligned with the state standards. Specific program practices such as Reteach and Challenge Masters from the state-adopted curriculum materials are utilized and based on student ability in the area of mathematics. Grades 4 and 5 have flexible groupings as part of our GATE program to further math education and meet student needs. Community organizations such as the Maple Center Tutoring Program and Maple Center Community Circle Program link outside professionals with classroom instruction. Teachers also tutor students after school. Ongoing communication such as meetings with specialists to discuss student accommodations, articulation meetings between and across grade levels and departments, and Student Study Teams, make intervention suggestions for students needing special assistance. Other interventions are 504 programs, Individualized Education Programs, accommodation/modification, individualized instruction, and modification of tests to meet student needs. Standardized tests, rubrics, performance tasks, analysis of daily work, observation, and annual surveys help to provide a broader picture of individual student performance and program effectiveness. Structured time such as teacher release time, articulation meetings, professional development days, and department meetings provide teachers with opportunities to analyze student work and achievement.

Students know what they are expected to master at each grade level. Portfolio reviews by administrators, teachers, students and parents create a continuum of targeted expectations for each student throughout the year. Students and teachers model high quality work before, during and after the assignment to provide student-centered reflection and assessment. Daily classroom organization and rules, goals and expectations, generate a consistent routine for students to know what they are expected to master at their grade level. In addition, our school's Responsibility Contract asks that each student agree to certain standards-based goals at the outset of each school year. Students often evaluate their own work. Peer editing encourages students to evaluate one another's work constructively. Students also identify areas of strengths and weaknesses based on state standards, with guidance from teachers. Student-centered classroom practices, such as peer collaboration, engender a desire for students to assume responsibility for their own improvement. Evidence is maintained in students' portfolios for ongoing reference throughout the school year. Beverly Vista also prides itself upon implementing a weekly thirty-minute Advisory Program for sixth through eighth grade students to ensure a forum for character development and academic skills enhancement. This helps students to clarify what is expected of them throughout the academic year. District and school-wide standards, address the social, emotional, and physical development of each learner.

The Beverly Vista School staff recognizes the value and importance of parent and community involvement in the support of student achievement and growth. Our goal is to empower parents by creating home/school partnerships that encourage involvement in the classroom and participation in school decision-making and planning. Such empowerment increases the effectiveness of home/school communication and each teacher's ability to work with parents. Where possible, school information is provided in the languages appropriate for our diverse population. We provide access for any parent

with a physical disability and translators for parents as needed. At the October meeting of the School Site Council (SSC), we inform parents of our school participation in Title I, English Language Advisory Council (ELAC) and other school programs. At that time, parents are informed of their right to be involved in their child's education (AB 2590- Family School Partnership Act). Parents are invited to attend and participate in school programs such as SSC, ELAC, and the PTA. Standards and student progress are communicated to parents in a variety of ways: PTA meetings, board meetings, coffees with the principal and meetings with the superintendent and assistant superintendent, New-parent tea and tour, and parent education classes. Additionally, student achievement and progress are communicated to parents in the following ways: weekly parent communication folders are sent home by classroom teachers, parent conferences (scheduled or unscheduled), monthly newsletters from the Principal/PTA, Assistant Superintendent presentation to PTA, Back-to-School Night and Open House, report cards, monthly awards, and the School Accountability Report Card (SARC). Also, parent education opportunities and topics include: Monitoring Your Child's Progress, Skills and Strategies to Improve Reading and Math, and Understanding Content Standards and Assessment. Professional development, to assist the BV staff in working more successfully with parents, and to ensure effective and open communication, is coordinated through the Educational Services Office.

### **3. ACADEMIC EXCELLENCE: Curriculum and Instructional Practices**

How does the school make sure it provides every student with a comprehensive core curriculum and instruction that is aligned to content standards and articulated across grade levels and with pre-Kindergarten, middle school, and after-school programs? How does the school work with local entities to address pre-K school readiness issues? How is curriculum aligned or being aligned to local and state standards? How do teachers work together to assess student work and plan and modify curriculum and instruction, including homework? How are additional services identified and provided to meet student academic needs? How do teams of teachers design and implement standards-aligned thematic units of instruction that are also based upon state-adopted instructional materials? How are all students provided with a variety of challenging learning experiences including service learning experiences? What are examples that illustrate the use of standards-aligned instructional materials and standards-based strategies in ELA and math in the primary and in the intermediate grades at the school? How is the school involved in the selection of aligned, standards-based instructional materials, and are all students provided with those materials? How do library media resources and services and technology support standards-based classroom instruction and contribute to improved student achievement? What is the school's plan for technology use at the school site and the ongoing process of integrating technology into the total school program? How does high quality technology support student instruction and the cultivation of technology literacy? What is the extent of electronic networking infrastructure throughout the site and beyond?

Beverly Vista strives to provide a comprehensive, sequential, standards-based balanced and aligned curriculum to all students. Collaboration, evaluation, modification, articulation and communication are processes used to develop, implement and enhance our core curriculum and deliver it to the students. A dedicated staff, involved parents and a supportive community are essential to achieving our goal.

Consistent with school district outlines, teachers have collaborated to prioritize state and local standards and have identified *key learnings* for each grade level. At bi-monthly staff meetings, grade level and subject area meetings, staff members have worked together to create sequential curriculum guide lines and clear comprehensive grade-level overviews. With district and parental input, committees comprised of staff and administrators select state-adopted materials in English/Language Arts, reading, math, social studies and science that support the state standards. The achievement of EL, Special Education, Title I and GATE students is facilitated by paying special attention to their individual needs.

Staff members take full advantage of our unique K-8 school by articulating growth and progress from the primary levels up through the intermediate levels. The speech and language therapist and adaptive P.E. specialist work with identified pre-school students. Kindergarten teachers articulate readiness issues with parents at pre-enrollment in the spring prior to kindergarten attendance. Kindergarten through 8<sup>th</sup> grade planning and evaluation involves articulation across and between grade levels. At pre-school meetings, staff members review grade level standards. This helps to plan instruction programs which target specific areas for student improvement in the coming year. At district grade-level meetings, consensus is achieved regarding the district-wide program modifications. At the school site, teachers meet with administrators, support staff and parents to examine data and work samples and make recommendations for interventions and strategies appropriate to the needs of the individual student. Disaggregated data, norm-and criterion-referenced test results and student work samples are examined to evaluate and determine trends and relative strengths and weaknesses in academic performance. This information is discussed across grade levels annually to modify educational programs and instructional strategies. Currently, 5<sup>th</sup> grade teachers meet with the middle school math department to discuss and determine student placement levels for the 6<sup>th</sup> grade. Fourth and 5<sup>th</sup> grade teachers meet regularly with middle school science teachers to discuss curriculum and to plan labs and projects throughout the year. On-going evaluation, modification and articulation are the basis for school improvement plan revisions.

We monitor, assess, evaluate and modify the program using research-based strategies that work to enhance program effectiveness.

School-wide progress and results are shared with the community in a variety of ways: assessment reports are mailed to the parents and appear in local newspapers. They are also posted on the school web site, discussed at Back-to-School Night, Site Council meetings, Open House, in newsletters; Thursday parent communication envelopes, parent-teacher conferences, and parent education classes. Our high expectations and success are communicated enthusiastically to all parents. At these meetings we discuss grade level expectations, standards and assessment results. Parents, students and teachers sign responsibility contracts at the parent conference so all are aware of their roles in the learning process and each is committed to assuring student achievement is up to grade-level standards. We are revising our report cards to reflect a standards-based format in order to provide parents with clear descriptors of progress based on rubrics.

Staff development is designed to augment and support defined areas of student and professional needs. Assessment surveys indicated that professional development for 2003 – 2004 needed to focus on writing, math, differentiated instruction, service learning and technology. In order to address these needs, teachers have attended and continue to participate in a variety of professional development activities including in-services, classes and conferences: San Diego County Office of Education Writing Program (SDCOE), UCLA Writing Project, Local UCLA County Offices of Education Institute (LUCI), National Council for Teachers of Mathematics Conference (NCTM), Multiple Intelligences, Brain Gym, UC Irvine Master Certification in Gifted and Talented Education (GATE); Parents and Advocates for Gifted Education Conference (PAGE); Marge Hochter/David Ghoogasian Differentiated Instruction; California Association for the Gifted Conference (CAG); SDAIE; EL; BCLAD training; intensive technology instruction; and various reading and language arts conferences.

Staff development activities emphasize recent research, child development and best education practices. Acquired knowledge has helped teachers respond to student needs and differences, and assists in curriculum planning and modification. Evidence of these professional development activities is seen in classrooms as teachers employ differentiated instructional strategies such as cluster grouping of GATE students. Technology is integrated throughout the curriculum and is used to enhance student learning with educational software. Research reports, internet use, instruction in the computer lab, student power point projects and use of digital cameras are the result of the technology staff development. Observers notice teachers increasingly engaging in team-teaching, flexible grouping and cooperative learning activities. Evidence also supports implementation of peer and cross-age tutors, open-ended instruction, the use of high level thinking skills, and active hands-on experiential learning.

The Language Arts curriculum is well-balanced and reflects child development and best practices. BHUSD assessments, curriculum guides and grade level overview provide benchmarks for assessing student achievement and progress. Oral language development and listening skills are emphasized in lower grades. Children hear and read quality literature and poetry. Kindergarten through 5<sup>th</sup> grades uses the Houghton Mifflin Reading series. Middle School uses the Prentice Hall Literature and Grammar Series. Both provide state-adopted materials aligned with the standards. Students are provided with a variety of learning activities such as; word wall, student writing dictionaries, Making Words, Words Their Way, SRA, Daily Language Reviews, and Mountain Language and Math. Supplementary materials have been purchased to support our students. In addition, classroom and school libraries have an abundance of books purchased with grant monies, PTA gifts, and private donations. These libraries enhance all the reading programs including sustained silent reading, monthly reading logs, Summer Reading Medalist Program and the Beverly Hills City Library summer reading program. These activities encourage, motivate and challenge student readers. Along with reading, elements of good writing and editing are emphasized at all grade levels. Student writing is displayed on bulletin boards, published in "Beverly Vista Views" and in local newspapers. Students are involved in shared group reading and writing, guided reading and writing, morning messages, journaling, literature circles, leveled homework and thematic units to enhance student learning. Examples of successful language arts thematic units, which integrate other curricular areas, are the popular passport project and living biographies. A popular thematic unit designed by first grade teachers integrates reading, writing, and the study of economics. BV middle school students win recognition with their Youth-in-Government essays and the Optimist Club Oratorical competition.

After-school tutoring is provided for at-risk students by the Maple Counseling Center. Title I provides reading and math assistance for students in the basic, below basic and far below basic categories in English/Language Arts and Math. Reading Plus is offered daily for middle school students who are not proficient readers. The EL teacher/specialist reviews student proficiency and aids classroom teachers. ELAP, provides funds for an after-school assistance program for academic support in English/Language Arts. The Student Study Team (SST), consisting of an administrator, special education teacher, school psychologist, counselor, EL teacher and general education teacher, meets bi-monthly to discuss possible interventions for students experiencing learning difficulties in English/Language Arts and other areas. IEP's are created for students requiring modifications and accommodations. Special education department instructors meet regularly with classroom teachers to discuss the implementation of the IEP's. When required, speech and language therapists visit classrooms and work with teachers to support students in English/ Language Arts. An assistive technology teacher is available to help with hardware and software for those in need. The special reading teacher meets with students in first through third grade, four to five times per week to ensure that additional time is given to at-risk students in basic reading skills. Students who qualify for these programs receive modified report card grades and their homework is also modified. We extend the school year to targeted students who need assistance to meet the English/Language Arts and/or math standards. District-wide summer school is available from pre-K to 8<sup>th</sup> grade. EL and special education students attend summer school. Other after-school programs provide challenges and enrichment for learners who require additional assistance. Communication among those providing support and interventions has resulted in a high rate of success for our BV students.

In mathematics, middle school students have won many awards for achievements including Math Counts Competition, Los Angeles County Math Field Day, Math Olympiad and Math Super Bowl. Advanced sixth and seventh grade students are challenged in an honors program stressing applications



and concepts. Eligible eighth grade honors students participate in an algebra program which is equivalent to the high school honors algebra class. Students are well prepared to meet our challenging math programs because they have received a strong core curricular foundation and support throughout their elementary years. Middle school students use the McDougal Littell math program while elementary students use the Houghton Mifflin program which emphasizes concrete understandings, computation and problem solving.

Students with special needs receive one on one instruction in classrooms, help from cross-grade tutors, teaching assistants and parent volunteers. The fifth grade participates in the Math Olympiad, Polyhedraville, and a multi-disciplinary, integrated, thematic unit called the Westward Movement in which students write in journals, learn about the westward expansion, are responsible for measuring distances, and calculating the cost of their journey. The fourth and fifth grades do grade-wide flexible grouping for math instruction which helps students to reach their full potential. Math and reading help is provided for Title I students in grades 3-8. ELAP math tutoring is provided after school for EL students. In addition, teachers have homework clubs and PTA provides financial support for additional after-school tutoring.

We are fortunate to have three state-of-the-art science labs in our new facility manned by credentialed science specialists. Middle school classes use the Prentice Hall Science series for their multi-disciplinary integrated program while primary grades utilize the Harcourt Brace program. Both are state-adopted series aligned with state and local standards. PTA financially supports hands-on lab opportunities for first, fourth and fifth graders and assist in the weekly lab sessions. Fourth and fifth grade students meet with middle school science teachers for their lab experiences. Middle school students participate in real-life, off-site science programs, integral to the core curriculum. Sixth graders study earth and environmental science for three days at Astro Camp in Idyllwild. Seventh grade students study biology and life sciences for three days at the Catalina Island Marine Institute. The eighth grade curriculum emphasizes chemistry and physics. Opportunities to study geologic formations and environmental preservation are provided to eighth grade students in a six-day outdoor education program at Yosemite Institute in Yosemite National Park.

As part of our school's commitment to provide balanced instruction to all students, service learning programs are incorporated into the core curriculum at every grade level. These programs allow students to make connections between standards-based academic content and their real world lives. Service

learning includes activities geared to each grade level. Some samples are: (first grade) – Crazy Sock Day (math graphing – sock collection) for Operation School Bell; (second grade) - P.A.T.H. Writing cards and making lunches for the homeless; (third grade) – UNICEF (collecting and counting of money to develop number sense and math reasoning); (fourth grade) - BookEnds (book collection ); (fifth grade) - Jump Rope for Heart (physical fitness); (sixth grade) – Whale Adoption (endangered species); (seventh grade) – Water Conservancy (ways to save water); (eighth grade) – Camp Heartland (talent show, AIDS awareness, health education). Though service learning activities are targeted for specific grade levels, the entire BV school community is involved and benefits from awareness and participation in all activities. An important part of what we teach depends upon selection of the state-adopted texts aligned with the standards. All district staff participate in selecting texts. During the piloting process, materials are examined, publishers make presentations, and teachers and parents evaluate the effectiveness of the materials. Selection criteria include current research, best practices, alignment with standards, user friendliness, reflection of population diversity and incorporation of appropriate strategies and suggestions for support of EL, Title I and GATE students. Middle school students have duplicate sets of texts in core subjects which remain at home for homework and home study.

Our BV parents are extremely supportive. Parents provide help in numerous ways: they volunteer in classrooms; speak to classes about their careers; provide special assemblies (Music Center programs); drive children to concerts and theatre productions that are financed by PTA; and support the band, strings and choral groups as they travel to other venues to perform. They arrange visits by the SPCA to demonstrate pet care and Mad Science to enrich the science experience. They also arrange Bank Days in which students learn about math and personal saving. In addition, parents are active in the PTA, (Reflections Contest and ongoing financial support), Beverly Hills Education Foundation which provides funds for our school, Maple Center which sponsors Community Circle and psychological intervention groups, the Rotary Club, and Chamber of Commerce which honor student and staff achievements.

Correlation of academics with the real world is pivotal to learning. The LA Times is delivered to our school daily for use in 2<sup>nd</sup> grade and in middle school social studies and Reading Plus classes. Teachers have attended an LA Times in-service and use the newspaper as a vehicle for studying current events and extending reading in a real-life format. Students attend public works day to view workings of the city administration (trash collection, how traffic is controlled, street cleaning and tree-trimming). The fire and police departments are visible frequently at our school. They provide classes in health, drug awareness, safety and discuss how their jobs support the community. The City of Beverly Hills has a joint powers agreement with the school district to provide funds for our programs in exchange for use of school facilities. Students visit the court house and participate in Youth-in-Government Day. These activities stimulate and motivate our students.

The new BV school library/media center is housed in a large, state-of-the-art facility. Its mission is to ensure that students acquire a life-long interest in reading, have access to a rich diversity of literature and use ideas, information, and technology effectively. Students in Grades K-6 come to the library weekly with their teachers to read, borrow books and do research. Grade level lessons taught by the librarian are based on the district Library Skills Continuum, written by the district librarians and aligned with curriculum and state standards. Our students represent a diverse population, and books are selected to reflect our multicultural community. Our goal is to develop students with information literacy, thus enabling them with the ability to gather, analyze and present information obtained from a variety of sources.

The library is staffed by a half-time credentialed librarian, and a full-time library technician. The librarian serves as a teacher, a reading advocate, a facilitator of classroom enrichment and an information organizer for students and staff. Collaboration with the Beverly Hills Public Library encourages students to volunteer with younger children, and attend the story telling and concerts at the public library. Our library media center is a primary agency for dissemination of technology and informational resources. Newly purchased books are processed fully and bar coded in preparation for putting all books on line. There are six computer terminals which are linked to The BH Public Library catalogue, as well as the NY Public Library and Berkeley Public Library. In an attempt to provide print matter in varied formats, BV receives two different newspapers and 16 other periodicals for student and staff use.

We use technology to enhance teaching, to administer our school programs, and to email communications. Our technology team, comprised of teachers, administrators, parents and students, provides enriched, integrated technology, access, training and support for all of the members of our school community and ensures that our hardware and software resources enhance teaching and learning in dynamic ways with the use of our local area network (LAN), worldwide web and email communication.

Teaching practices are infused with standards-based technology activities, web-based learning projects, Web-quest projects, monitoring and support for all students and e-mail communication among faculty. Thematic units like our fourth grade Gold Rush and California Missions units are enhanced by shared network resources compiled by grade level teachers and specialists. These projects emerged directly from participation in meaningful staff development technology training. A full time computer specialist, a part time technician, and several computer-literate parents assist students in the classroom and in our two computer labs. Every classroom has from one to four computers available. Teachers may also sign out laptops for home use during the year and over the summer. Several digital cameras and digital projectors are also used by staff and students to enhance learning. A BV parent, who is a computer expert, is designing a software program specific to the needs of our primary students.

Our LAN provides a protected place for students to pre-publish websites and utilize their individual school email. It also enables staff to share resources and learning enrichment projects among colleagues. Our wide area network (WAN) also provides staff with a website design program called Manila. This website creation tool is utilized by many of our teachers regularly to post homework, related enrichment links, class standards, and important announcements. Students Who Assist Technology (SWAT) team members provide technical support and expertise in the classroom to those teachers and students in need of assistance. The computer technician also helps teachers in the classroom as needed.

Beverly Vista is the hub of technology training courses for the entire district. Based on California Technology Assistance Program (CTAP2) from LACOE, we determine which technology classes will be offered to our staff. Teacher training and support includes regular team participation in the Computer Using Educators (CUE) conference, Stanford Digital Media Academy and the Instructional Technology Institute. Beverly Vista's efforts to achieve technological literacy for staff, students and the community are noteworthy. Even those who were once computer shy now employ technology successfully to facilitate education.

#### **4. ACADEMIC EXCELLENCE: Professional Development:**

How does professional development prepare all teachers, administrators, and other staff to help students achieve local and state standards through effective standards-based lessons in all curricular areas, particularly in ELA and math? How are staff development and professional collaboration aligned with standards-based instructional materials? How does the school coordinate a variety of funding sources to provide training? How does professional development enhance the understanding of student developmental needs? How are professional development programs selected and evaluated? How does the school incorporate scientifically based research into professional development activities to improve student academic achievement? How is teacher professionalism supported and what opportunities are available for teachers to collaborate, broaden their knowledge, and participate in decision-making? What professional development is provided for other school personnel and families? How are new teachers selected and supported? What opportunities are available for teachers to articulate with teachers from other grade levels, pre-K and middle school?

Beverly Vista School is committed to academic excellence for students and to the professional development of teachers, administrators, and the community. Professional development serves as a means to deliver an effective standards-based curriculum. A staff development survey helps to address the needs of our motivated faculty. Staff development opportunities support the analysis of student assessment and achievement in accordance with the California Content Standards. Reading and mathematics assessment, writing, GATE instruction, differentiation, HIV/AIDS and Character Education Title IV program are all current areas of staff development.

Beverly Vista and UCLA work together through LUCI (Local School Districts, UCLA, CA County Offices of Education Institutes in Mathematics). Educators from UCLA guide professional development seminars for our K-2 and middle school math teachers. LUCI provides staff with effective techniques to enhance math instruction. The purpose is to increase teacher competence and confidence in their subject matter by familiarizing them with textbooks, improving instructional skills, and addressing the needs of EL (English Learners), GATE and special needs students.

Several mathematics teachers attend the California Mathematics Council (CMC) Southern Section Math Conference in Palm Springs where they learn innovative math strategies. As part of the AB1331 Grant, BV teachers received more than 30 hours of math training aligned with the California state



standards. All training is aligned with the school's standards-based materials. District teachers meet bi-monthly with the Assistant Superintendent for Educational Services to ensure that the curriculum is being delivered effectively. Curriculum Guides and Curriculum Overviews are products of these collaborations. At these meetings exemplary lessons and practices are shared. The San Diego County Office of Education Writing Training Program are helping to fine tune our writing program. Teachers attend Reading and Language Arts Conferences, such as the Living Tree Conference, Wright Group's *Insight* Professional Development Workshop and John Brogan's "Teaching Writing to Low Achievers". Financial support for these educational experiences come from Title IV, Title I, SIP, ELAP, SSEP and GPA. AB466 will be used for our LUCI training.

Last year our teachers received 12 hours of GATE identification and differentiation training from specialists. These sessions inspired several staff members to become certified GATE teachers through the UC Irvine GATE Certification Courses. PAGE (Professional Advocates for Gifted Education) meetings enhance networking and arrangements for in-service meetings at our school site. SDAIE/ELD training courses have been held in our district over the last two years to assist with instruction of English Learners (EL). The District provides a Community-Based English Tutoring Program (CBET) through the Adult Education Department, which offers parents of EL students' opportunities to improve their own English skills and provide information about the academic subjects their children are studying.

Faculty members attend after-school technology classes. Our Technology Learners and Communicators (TLC) learn about teaching practices that are infused with standards-based technology activities (using LAN Intranet, World Wide Web Internet and email communications), dynamic web-based learning projects and Webquests, and electronic communication. The AERIES student information system allows us to have instant access to student data in many areas. Teacher training and support includes regular team participation in the CUE (Computer Using Educators) Conference, Stanford Digital Media Academy, and the Instructional Technology Institute. Beverly Vista staff provides much of the technology training for the entire district. Shared network resources compiled by grade level teachers and specialists enhance projects. These projects evolved directly from staff development and technology training.

Faculty members collaborate in groups to discuss curriculum and instruction. Teachers attend monthly grade level articulation meetings to prioritize the standards for all subjects. Results of these meetings have generated Math Pacing guides and Quarterly Benchmark Tests. Assessments for state-adopted language arts textbooks are examined. Grade-level in-services are conducted to evaluate writing instruction, rubrics, and scoring to ensure uniformity of assessments throughout the district. On-site grade-level meetings take place consistently between K-5 teachers and 6-8 subject area teachers develop action plans and address specific weaknesses. Bi-monthly faculty meetings monitor current school events and provide professional development instruction related to standards-based instruction.

There are numerous opportunities for BV staff members to be honored for professional collaboration and development that promotes student success. The PTA celebrates Teacher Appreciation Week in May, by presenting little gifts of gratitude to all. The Beverly Hills Education Foundation, at its Apple Ball, and the Beverly Hills Chamber of Commerce, at a breakfast, recognize an outstanding staff member. Outstanding work is also acknowledged by the local newspapers, PTA, and the Stone family.

All groups and departments are able to participate in collaborative meetings. Classroom assistants, who are part of our School Improvement Program and Title I program, meet regularly to review teaching strategies, grade-level standards and school procedures. The EL teacher assists these staff members to provide for EL students. PE teachers discuss physical fitness test results, standards and game rules at staff meetings. Pupil Personnel Services meet with all certificated and classified staff to discuss the Rights and Responsibilities of Parents of Minor Pupils, legal requirements for IDEA as well as district policies and procedures regarding Uniform Complaint, Nondiscrimination and Sexual Harassment and Drug and Alcohol Use.

Professional development activities are available for all staff members. Adult education classes are offered to all district employees. The Beverly Hills Fire Department offers CPR and First Aid Training to all BV Staff and families to ensure safety on and off campus. Teachers attend Service Learning training by our site coordinator in order to ensure better associations between our teachers, the Beverly Hills Community and our students. Classified staff also provides training to teacher assistants to ensure the highest quality assistance to support student learning. The PTA sponsored quarterly evening classes

for parents provide assistance with the standards-based curriculum, child care concerns, homework and conflict resolution.

Beverly Vista teachers are selected carefully, assigned, supported, and monitored. An interview committee of administrators and teachers, screen each certified teaching applicant, conduct interviews and hire only the most qualified and competent individuals. Probationary teachers participate in Beginning Teacher Support and Assessment (BTSA) supported by PAR, to foster their assimilation into the district. New teachers are partnered with grade-level or subject-area mentors who guide instruction, answer questions and model effective teaching strategies. New staff members and veterans are sent to reading, writing, and mathematics conferences to learn about current teaching strategies which are aligned with state standards. Probationary teachers are monitored and evaluated by administrators during their first two years to ensure they are using proper teaching techniques and addressing the state standards. Our 2042 Induction Plan, which assists new certificated personnel, has been approved by the California Department of Education

There are many opportunities at Beverly Vista to discuss student progress. Kindergarten teachers conduct readiness interviews and orientation for their students in the spring. Students and parents tour the school and meet with personnel. Every new family is invited to our pre-school ice cream social to meet other newcomers. A New Parents Tea and Tour introduces PTA leaders, administrators, teachers and support personnel. Fifth grade students and parents attend a middle school orientation evening with the sixth grade teachers. Each grade level formulates a supply list for incoming students prior to summer. Fifth graders take a math placement test for middle school placement; and fifth and sixth grade teachers discuss English placement. Middle school students attend grade level orientations at the beginning of school.

Teachers have many opportunities to review student records, growth, and development. The student study team, (administrators, specialists, teachers, and parents), meets weekly to discuss student progress. Individual Education and 504 Plans are passed from one teacher to the next to ensure student achievement goals and special needs are met. Special Education teachers and general education teachers meet formally and informally to discuss student progress and achievement. Cumulative files are updated annually. These files also contain CELDT results, primary language results, and reclassification records of all English Language Learners. As more information is communicated, academic and emotional success is achieved.

##### **5. SUPPORT FOR STUDENT LEARNING: Student Support Services**

How does your school's learning support system provide comprehensive student support services for all students? How does the school ensure a safe and secure learning environment and support student health, including programs and partnerships that promote healthy student behaviors and keep the school free from drugs, alcohol, tobacco, crime, and violence? How does the coordination of services support the physical, mental, and social/emotional health of students? How are students at-risk and with special needs identified and assessed at your school? What programs and strategies do you use to ensure access to and success in the regular curriculum for these students? How does the school staff assist students with disabilities to achieve their Individualized Education Plan (IEP) goals, to progress in the regular curriculum, and to be educated with non-disabled students? What programs and strategies are used by the school to facilitate the acquisition of English by English learners (ELs), including English language development (ELD)? How are extended learning activities used to support students at-risk and with special needs?

Every student can take risks when encouraged and motivated, demonstrate creativity and reach high expectations. Consequently, we have an encompassing support system to serve all students. Standards-based instruction includes IEP goals and objectives, and EL standards. Each student's academic progress is monitored carefully by homeroom teachers, middle school advisors, and the school counselor. Extended learning activities, for at-risk and special needs students, are available. When students struggle academically, parent-teacher conferences are held. For middle school students, these conferences are held with all of the student's teachers present along with the assistant principal and the student. Interventions and support may include a PTA sponsored after-school tutoring program, low-cost Maple Center tutoring, and tutoring for EL students funded by ELAP funds. Students are frequently given additional assistance by their teachers before school, at nutrition/recess, and after school. Teachers provide study guides and after-school study sessions when needed. Computer hardware and software are available to promote student learning and enrichment. Alpha Smarts and other facilitative programs are available for student use. The district coordinator for assistive technology works with teachers to provide appropriate hardware and software assistance. The counselor works with students to develop academic improvement plans. When necessary, daily or weekly progress reports are issued. Students needing remediation are placed in Special Reading, Reading Plus, or Title I programs.

Each afternoon, the school counselor works with students who drop in or are referred by a teacher, administrator, parent or any other person having knowledge of the student's situation. A school psychologist is available on-site to work with general and special education students as needed. Some students meet regularly with the psychologist. Others receive counseling as necessary to resolve immediate crises. The school psychologist and psychologist intern have assembled a social-skills group that meets periodically at lunchtime to develop appropriate behavior outside of the classroom. The dedicated School Resource Officer, who is on campus full-time, counsels students on issues regarding legal matters or problems that occur outside the scheduled school day or off school property. In a major crisis, a team of counselors and psychologists from the district is available to respond immediately to the school to provide appropriate counseling. The Maple Counseling Center staff is also available to assist when necessary. When situations require resources beyond local capabilities, students are referred to appropriate outside agencies including The Maple Counseling Center, the Neuro-Psychiatric Institute at UCLA, or Thaleans at Cedars Sinai Medical Center.

Student attendance is monitored by homeroom teachers, office staff and administrators. Students with continuing attendance problems are counseled by an administrator, counselor, or School Resource Officer as appropriate. If problems continue after interventions, the case may be referred to the School Attendance Review Board (SARB).

The district's Safe and Drug-Free Schools Committee, the Beverly Hills Police and Fire Departments, and the Office of Emergency Services, and our site-based Safe School Committee have developed a comprehensive plan which obtains annual approval of the School Site Council. BV committee representatives attend district-wide Safe and Drug-Free Schools committee meetings. Emergency drills are held monthly. Emergency procedures are posted in each room. Emergency kits are located strategically throughout the campus. Supplies are stored in backpacks and boxes in each classroom, and in a storage container in the parking lot away from the buildings.

Teachers are given teacher buddies and assignments during drills for added safety. Parking officers, police officers and crossing guards are posted at key locations before and after school to control automobile and pedestrian traffic. Cameras are located at the school entrance and various other locations on campus. Air quality is tested every three months. Bathroom accommodations and elevator facilities are provided for the disabled. On-going staff training occurs at faculty meetings. In coordination with the adult school and the city Office of Emergency Services, First-aid and CPR training are conducted for faculty and staff. A nurse assistant is on site daily and a registered school nurse is available one day a week to manage any medications administered at school.

Campus security ranks among the highest priorities of Beverly Vista. School entry is limited to the main gates adjacent to the front office. Visitors are required to sign-in at the main office and wear visitor badges during their stay. Staff members wear photo identification badges. Entrances and exits are subject to 24-hour video surveillance. A Beverly Hills police officer serves as the full-time School Resource Officer (SRO). A playground staff of six people supervises and assists students before school, at recesses and during lunch. After school, the playground is supervised by staff from the Recreation and Parks Department.

Besides its physical safety, Beverly Vista provides an emotionally comfortable setting. Selected students were trained in peer-mediation and conflict resolution by the school counselor. Some trained fifth graders monitored the first through third grade afternoon recess to help younger students resolve conflicts appropriately. An anti-harassment policy is part of our school and district discipline program and is enforced strictly. This policy is supported by our character education program "The Beverly Hills Way" and its themes of Respect, Responsibility, Integrity, Caring and Friendship. The experiential Leadership elective in middle school helps to garner student endorsement of these values. Student Council provides a positive active venue for addressing student concerns and problems. The Maple Center offers weekly Community Circles for select classes to enhance good citizenship. Advisory classes at the middle school level promote character education and positive life long values. Additionally, they assist students with school concerns, including organization, and study skills.

Supplemental programs provide learning experiences for students and help students to make positive choices throughout their lives. These programs include: DARE and Project Alert programs, Camp Heartland, AIDS awareness, Red Ribbon Week, Safety Week (BH Building and Safety and Office of Emergency Services), Jump Rope for Heart, Shakey Quakey School House (LACoFD), and

Great American Smoke Out. "The Healthy Kids Survey", completed by 5<sup>th</sup> and 7<sup>th</sup> graders, provides information about health needs, smoking, alcohol and drug use and sexuality.

Students are evaluated systematically using STAR testing, CELDT, textbook series tests, district assessments, teacher-made tests and work samples. Students who are not meeting the standards, and who demonstrate difficulty learning grade-level material, are referred to the Student Study Team (SST). Most referrals are made by teachers, but parents, school counselors, or administrators, may also initiate action. The SST consists of the Assistant Principal, Resource Specialist, Counselor, School Psychologist, Special Education Program Specialist, and the student's classroom teacher(s) and parent(s) and meets bi-weekly. When appropriate, the EL teacher, Speech and Language Specialist and Special Reading teacher, are also included. The team evaluates the student's academic progress and social-emotional well-being by gathering information about the child and, when appropriate, conducting additional testing. Recommendations of the SST are implemented in the general education program. Where indicated, a 504 plan is written. The team refers children to the special education department for additional assessment and participates in developing the modifications and accommodations necessary to help students reach their individual potentials. As dictated by their IEP and English language proficiency, special education and EL students are mainstreamed to the maximum extent possible.

All students are evaluated for GATE in the spring of third grade. Students new to the school after the third grade are evaluated in October and May based on the recommendations of their teachers. Students may be recommended for the GATE program in any of three categories: intellectually gifted, high achieving, or specific academic ability. Participation is based upon the results of GATE tests, STAR tests, and teacher-collected data. Within the school day, support is available to assist students at their individual ability level in the core curriculum. GATE clusters, Special Reading and Reading Plus classes for struggling readers special education, resource, EL, team teaching, the buddy system, group and individual counseling, occupational therapy, adaptive physical education and speech and language services are available. EL students receive individual instruction as well as best practices ELD/ SDAIE strategies within the general education classroom. General education and special education teachers meet frequently to coordinate services for individuals with special needs. All teachers have a copy of the individual modification and accommodation checklist for these students and those on a 504 plan.



High School counselors provide on-site counseling with eighth grade students to begin planning their schedules. BV's physical education program supports and enhances academic learning. High value is placed upon the arts. Classes in instrumental, stings (before school program) and choral music, art and ceramics, and drama enable talented children to develop an appreciation for the arts. BV has two computer labs and computers in every classroom. Great quantities of both remedial and enrichment software are available. Students create multimedia presentations, maintain classroom and student council websites and investigate the Internet. Students and their parents support our safe Internet use policy. Before students are allowed access to the Internet, they and their parents must sign an acceptable use agreement.

Beverly Vista participates in a summer reading program for all students. Summer school, including special education and EL services, is available to students for both enrichment and remediation. These services make it possible to re-designate around 25% of our EL students annually.

Our Beverly Vista Handbook provides information about school programs and procedures, general school and playground rules, as well as responsibility contract and district policies. In addition there are maps of our school to assist new parents. The PTA publishes the Green Pages, which lists phone numbers of our students. Students are also given the district's discipline book and the Rights and Responsibilities of Parents of Minor Pupils. All these documents serve as support for our students.

## **6. SUPPORT FOR STUDENT LEARNING: School Culture and Engaging the School Community**

How does the culture of the school support student success in achieving standards? How does the school support the developmental characteristics of elementary students? How does the culture of the school promote positive character traits and good citizenship and support non-violent conflict resolution? How does the school engage families and the community to support student learning and become collaborative partners in the education of their children? What opportunities do students have to provide service to their communities and to engage in service learning experiences? How do partnerships with the school support and expand student learning, strengthen the curriculum, and develop student awareness of the connection between school and careers? How does the school's physical environment provide an exemplary learning environment?

Beverly Vista is a family-oriented school committed to the challenges of our ever changing population and to providing a caring, compassionate learning environment that nurtures and supports student learning. Our new school building shows a commitment to a positive learning environment with well-designed and well-equipped rooms in which a standards-based education is delivered effectively. This is not only part of the classroom curriculum but also part of every teacher's assessment. The new standards are incorporated into all adopted materials. Parents are made aware of these standards at Back-to-School Night, on our web site and in our curriculum guides that are available both in hard copy and on the web site. Our pre-school ice cream social for all new registrants and our kindergarten Open House in the spring, prior to student attendance at BV, provide opportunities for parents to learn about our standards-based curriculum. Parent conference days throughout the year provide opportunities to disseminate standards-based curriculum information and to discuss student social/emotional growth. EL, Title I, GATE and Special Education parents participate in PTA, ELAC, Title I, GATE and Individual Education Plan (IEP) meetings where standards are explained and translators assist where necessary.

Academic excellence is recognized at our Middle School Awards assembly each semester. Elementary students earn stars and Citizen-of-the-Month recognition. Service Learning and Community Service projects teach students how to be respectful and responsible citizens. In the Math Counts Competition, middle school students compete against other schools in all segments of the math curriculum. A four-student team competes against 40 other schools during Math Field day. The CA Math League sponsors math competitions. There is a Math Olympiad for 4<sup>th</sup> and 5<sup>th</sup> graders, and a Science Olympiad for middle school students. These competitions and recognitions create a learning environment in which students strive to reach their individual potential.

Our leadership class students work on projects such as a talent show to raise money for Camp Heartland and fundraisers for the underprivileged. The class learned about responsibility by the creator of Odyssey Performance Enhancement who appeared as a guest speaker. Many participants become our Student Council officers who work to help those in need and who organize activities between grade levels to foster social development and sportsmanship.

Students participate regularly in community activities. The Optimist Club sponsors an award luncheon for the Outstanding Eighth Grader and an oratorical competition to promote public speaking skills. Twenty-eight students won awards in the LA County Art Fair promoting artistic talents. For the past three years, our band has received gold medal awards in the Forum Music Festival where their performances were evaluated by veteran artists. The Summer Reading Program, in conjunction with the Beverly Hills Public Library, encourages students to read and complete projects based upon their reading. *Facing History and Ourselves*, a professional development organization provided a multimedia exhibition, *Choosing to Participate*, at the Los Angeles Library which focused attention on the meaning of democracy, racism and prejudice. This year we return to view *American Originals* which are Treasures from the National Archives.

The character education program, "*The Beverly Hills Way*," addresses the social, emotional and academic development of students. Each year we focus on a different character building theme through classroom-based instruction and out-reach opportunities. This year's theme is *responsibility*. REAL (Read, Education, Act, Learn) service-learning program instills values by having students solve community-based problems aligned with specific academic content standards and instructional goals such as recycling, feeding the homeless and supplying books and school supplies to needy children. The School Resource Officer (SRO) program places a full-time police officer on campus to provide instruction to students on safety and alcohol, tobacco and other drug and violence prevention. Student conflict managers on the playground assist with early intervention of peer disagreements. Red Ribbon Week makes students more cognizant of drug and alcohol issues. Safety Week, which involves city department demonstrations on our campus and a Community Health and Safety Fair, emphasizes the importance of preventing problems between school and community. Community Circle (part of the Maple Counseling Center) provides primary students with opportunities to discuss concerns about bullying and harassment, getting along with peers and academic issues. Respect for individual differences is achieved through Black History Month, Women's History, Kwanzaa, Now Ruz, Ramadan, Christmas, Hanukkah and other holidays of different cultures. Middle School foreign language teachers encourage parent involvement in their National Language Celebrations each March for the same reason.

The community is invited to attend our Open House, Back-to-School Night, Holiday Programs, Celebration of Books and Multicultural dinner, NowRuz luncheon, and our other multicultural celebrations. The Beverly Hills Education Foundation (BHEF) promotes fundraising activities and works with the school to develop school spirit. The Walk-for-the-Schools fund raising event promotes community spirit with a competition honoring the school which has the most participants in the 5K and mini walks. The winning school receives a \$2000 prize and BV is proud to have won this competition 10 of the last 11 years. We demonstrate team spirit consistently. The Beverly Hills City Government also sponsors CPR and First Aid classes for our staff. The CERT (Community Emergency Response Team) uses our students to help train community members for assistance during possible future emergencies. A partnership with the city allows us to have an after-school library program one day per week where students can receive assistance with homework. Funds from the PTA provide for the after-school tutoring program conducted by our own staff.

A CalServe Grant enables us to pay a service learning advocate to direct many activities: UNICEF, Coastal Clean-up, Book-Ends, Jump Rope for Heart, Read Across America Whale Adoption, and lunches for the homeless(P.A.T.H.). At our Open House, there are opportunities for parents to purchase teacher time for their children. Parents bid on the teachers who, in turn, spend some quality time with students on outside activities. This builds strong bonds between students and staff. Our parents participate actively in Teacher Appreciation Week. Parents and community members participate in our classrooms as volunteers and as speakers; a doctor helps 3<sup>rd</sup> graders learn the scientific method; a dentist teaches first graders the importance of dental hygiene; and a banker discusses finance. Parent Education seminars about homework, adolescent and pre-adolescent behavior, nutrition and health provide answers to important questions. The 5<sup>th</sup> and 7<sup>th</sup> Healthy Kids Survey provides information for curricular development. The League of Women Voters helps to conduct mock elections. The Beverly Hills Law Guild sponsors assemblies and poster contests for Law Day. Multicultural visual arts programs are provided for students by the Los Angeles Music Center. These events teach children the meaning of good citizenship and community involvement. Each year, eighth graders participate in Youth-in-Government Day, in which they simulate city council meetings. Participation is based on essays about a topic of current interest to the local community.

Funds from local businesses, including Beverly Hills BMW, Screen Actors Guild, Wells Fargo Bank, Washington Mutual Bank and others enhance our students' education by providing resources to purchase books, playground equipment, computers and many other items. A grant from the BH Chamber of Commerce provides one-on-one mentors on a weekly basis who meet with students to develop a positive outlook and to improve academic performance. Additional partnerships involve the Beverly Hills Education Foundation, which raises money for our schools. "BV Pride", an arm of the PTA, raises money to support our technology programs, library, field trips and conference attendance for our staff. The Adult Education Department provides the PACE system which facilitates informational phone calls to all BV families about important school events and emergencies.

Community service is a major part of our school program. Students, staff members and families



prepare and serve meals to the homeless during the holiday season. Sixth, seventh and eighth graders perform service for various religious organizations, public libraries and other non-profit community groups in order to qualify for outdoor education experiences at Guided Discoveries Astro Camp in Idyllwild, Catalina Island Marine Institute and Yosemite National Park Outdoor Education Experience.

Our new campus provides a bright, clean, comfortable and stimulating environment in which to learn. The rooms are light and well-ventilated, with sinks in almost every one. The maintenance staff, including a part-time gardener, takes pride in keeping the campus clean. To insure safety, all ramps, stairs and the atrium area have brightly colored paint delineating possible tripping hazards. Large planters, donated by the Shubert Theatre, help brighten our campus. On a rotating basis, middle school classes are responsible for cafeteria cleanliness. Fourth and fifth grade students volunteer to help, too. Special awards and incentives insure the success of this program. Beverly Vista's safe and healthy school environment helps students become responsible citizens. Our students reflect our dedication and determination to provide the highest quality education for every student in a supportive, nurturing environment.