



Beverly Hills Unified School District
 CREATING A WORLD CLASS EDUCATION
BEVERLY HILLS HIGH SCHOOL • HORACE MANN • BEVERLY VISTA • HAWTHORNE • EL RODEO

BEVERLY HILLS HIGH SCHOOL



2012-13 Annual School Accountability Report Card

A Report of 2012-13 Activity Published in January 2014

Beverly Hills High School

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Contents

- Principal's Message
- District & School Profile
- Parent Involvement
- Student Achievement
- School Facilities & Safety
- Classroom Environment
- Curriculum & Instruction
- Professional Staff
- College Preparation & Work Readiness
- District Expenditures
- SARC Data & Access

The statistical information disclosed in this report was obtained from the California Department of Education and the Beverly Hills Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Instructional materials were acquired in October 2013 and school facilities documentation referred to in this report were acquired in January 2014.

PRINCIPAL'S MESSAGE

Welcome to Beverly Hills High School, one of the finest high schools in the country. In this report, you will learn about our commitment to academic excellence, the outstanding array of programs we offer, and our unrelenting drive to offer our students the absolutely best opportunity to succeed. Included is information about curricular and post secondary programs, student performance, school facilities, and teaching staff.

Beverly Hills High School appreciates tremendous support from parents, community and city, allowing our students to enjoy an extraordinary educational experience. The success of our students is well documented. Each year, we have students who qualify to attend some of the top universities in the world. Our curriculum is based on the University of California requirements, and our rigor is second to none. The accomplishments of our alumni over the years are a clear indication of how well our students are prepared, reflecting our success in Performing Arts, Athletics, Robotics, Academic Decathlon, Service Learning and more. We truly believe that we have something for everyone, and we strongly encourage all of our students to participate in our extracurricular activities. The pride, tradition and dedication of our school community are stronger than ever. Our Education Foundation, PTSA and Alumni Associations continue to play a major role in our overall success. We have an outstanding staff, excellent students and unwavering support groups. These are inspiring times for everyone associated with Beverly Hills High School, and we look forward to a fabulous school year.

DISTRICT PROFILE

Beverly Hills Unified School District is located in the western portion of Los Angeles, just below the Santa Monica mountains and next door to West Hollywood. Almost 5,000 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of four K-8 schools, one comprehensive high school, and one continuation high school.

DISTRICT MISSION

The mission of Beverly Hills Unified School District is to inspire and empower each student to achieve academic excellence, embrace social and individual responsibility, and lead with integrity. To these ends, Beverly Hills Unified School District provides dynamic and enriching educational opportunities, collaborative community partnerships, and challenging and supportive learning environments.

Percentage of Students by Ethnicity/Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African American	5.7%	Grade 9	386
American Indian or Alaskan Native	0.3%	Grade 10	460
Asian	13.9%	Grade 11	490
Filipino	1.2%	Grade 12	541
Hawaiian or Pacific Islander	0.3%		
Hispanic or Latino	6.2%		
White (not Hispanic)	72.2%		
Two or More Races	0.2%		
		Total Enrollment	1,877

SCHOOL PROFILE

Located in the central region of the district's boundaries, Beverly Hills High School is a college-oriented high school unique in its international population and high achievement. During the 2012-13 school year, Beverly Hills High School served 1,877 students in grades 9-12. Student enrollment included 10.6% receiving special education services, 8.3% qualifying for English Learner support, and 6.8% enrolled in the free or reduced-price meal program. As a recipient of prestigious state and national recognition, Beverly Hills High School continues its long tradition of academic excellence and its role as a leader in public education.

Beverly Hills High School offers students an extensive and challenging range of studies designed to develop the skills they will need to succeed in college, the workplace, and in life. Following a modified block schedule, classes meet five times a week for 58 minutes per day Monday and Tuesday, 53 minutes per day Wednesday-Friday. Service-learning is an integral part of the high school's standard curriculum and a regular component of class lessons and projects.

Students are assigned to a team of staff members; each team is referred to as a "House". Beverly Hills High School has three Houses, with guidance provided by a designated group of counselors, assistant principal, and college counselor. Counselors provide academic and behavioral guidance; the assistant principal monitors student progress, discipline, and attendance.

PARENT INVOLVEMENT

Beverly Hills High School has always benefited from strong community support and involvement. The partnership between the City of Beverly Hills and its schools is quite unique. The community cares deeply for the quality of instruction and support provided for both students and teachers.

Parents are invited to volunteer their time, attend school events, or share in the decision-making process. Staff welcome parents' help with fundraisers, graduation activities, athletics, and performing arts. Parents are encouraged to attend Back to School Night, Open House, College Night, Freshman Orientation, and Homecoming. School Site Council, PTSA (Parent Teacher Student Association), Department Liaison Program, and the WASC Committee provide opportunities for parents to have input on curricular programs and financial planning.

The Department Liaison Program is comprised of groups of parents; each group adopts a department within the school to provide curricular and financial assistance. Parent groups meet as needed on an ongoing basis. Liaisons of each group meet with the PTSA President and principal monthly to share current news and activities. Parents seeking more information about becoming an active member in the school community may contact the school office or PTSA president at (310) 229-3685.

School-to-home communication takes place in a variety of formats. The Norman Bulletin is published three times a week and features the week's schedule, important reminders, tutoring services, and announcements regarding school activities, club activities, and sports. Parents may access Beverly Hills High School's website at www.bhhs.bhusd.org for general information about the school, staff e-mail, activities, homework, daily bulletins, schedules, and current school news. The district sponsors an online student information system that parents may access to obtain their child's current course grades. Many of the students' parents communicate with teachers via e-mail. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home.

STUDENT ACHIEVEMENT

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

ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2012-13 AYP cycle, high schools must achieve a 88.9% or higher proficiency rate in English/language arts and 88.7% or higher proficiency rate in math. Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate and obtaining an API growth score of 740 or higher or increasing the API growth by one point. High schools must obtain a graduation rate of 90% or show an increase in the graduation rate of 0.2% over a two-year period.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2012-13

Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?

AYP Criteria	Beverly Hills High	BHUSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

AYP Performance Level

Number of AYP Criteria		
Met Out of the Total	7/10	20/30
Number of Criteria Possible		

The AYP table in this report illustrates the school's progress in meeting 2012-13 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

STANDARDIZED STATE ASSESSMENTS

Students at Beverly Hills High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CALIFORNIA STANDARDS TESTS (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average. The STAR tables in this report illustrate the percentage of Beverly Hills High School students achieving Proficient and Advanced levels. Results are shown only

STAR Results

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	Beverly Hills High			BHUSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	79	79	76	80	80	79	54	56	55
Math	50	47	50	66	66	68	50	51	50
Science	79	79	76	82	82	82	57	60	59
History	71	75	70	74	77	74	48	49	49

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

STAR Results

Ethnic Subgroups

Percentage of Students Scoring at Proficient and Advanced Levels

2012-13

	Beverly Hills High								
	American American	African American	Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races
English-Language Arts	67			79	69	74		76	
Math	33			73	20	36		49	
Science	68			82		69		77	
History	46			84	77	57		71	
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education			
English-Language Arts	73	79	20	69	35				
Math	51	50	46	28	18				
Science	76	77	43	64	35				
History	74	67	39	56	29				

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

California High School Exit Exam

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	Beverly Hills High			BHUSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	87	81	80	87	81	80	59	56	57
Math	90	83	81	90	84	81	56	58	60

California High School Exit Exam

Tenth Grade Results by Student Group

2012-13

	English-Language Arts			Math		
	Percentage of Students:			Percentage of Students:		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
BHUSD						
All Students	21	26	53	19	39	42
Beverly Hills High						
All Students	20	26	54	19	39	42
Male	25	26	49	18	38	45
Female	16	25	59	19	40	41
African American	32	36	32	39	52	9
American Indian or Alaskan Native	0	0	0	0	0	0
Asian	14	28	58	2	26	72
Filipino	0	0	0	0	0	0
Hispanic or Latino	33	21	45	48	29	23
Hawaiian or Pacific Islander	0	0	0	0	0	0
White (not Hispanic)	18	26	56	17	40	43
Two or More Races	0	0	0	0	0	0
Economically Disadvantaged	39	31	31	31	41	28
English Learners	88	13	0	43	33	24
Students with Disabilities	68	20	13	68	23	10
Migrant Education	0	0	0	0	0	0

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

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

CALIFORNIA HIGH SCHOOL EXIT EXAM

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at www.cde.ca.gov/ta/tg/hs/.

ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement. The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights Beverly Hills High School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores.

PHYSICAL FITNESS

In the spring of each year, Beverly Hills High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in at least five of the six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2012-13			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	16.8%	27.5%	37.1%

NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2012-13, Beverly Hills High School received Title I Targeted Assistance funds and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

Title I PI Status 2013-14		
	Beverly Hills High	BHUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
# Schools Currently In PI		
% Schools Currently In PI		

The statistical information in this table reflects the PI status during the 2013-14 school year.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website <http://www.cde.ca.gov/ta/ac/ay/>.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Beverly Hills High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1927; the Swim-Gym was completed in 1940 and between 1967 and 1970, the north wing to the main building, a five-story building with classrooms, and a two-level parking garage were completed. The campus also includes a science and technology building. Ongoing and routine maintenance through the school year ensures facilities remain in good working condition.

MEASURE E BOND

In November 2008, the Beverly Hills community approved a \$334 million general obligation bond (Measure E) to facilitate modernization and safety-related upgrades of Beverly Hills Unified School District's elementary and high school facilities. Throughout the 2012-13 school year, seismic studies and conceptual design options were completed regarding renovations of existing facilities. Selective demolition of building B interior walls was completed in preparation for modern projects.

SUPERVISION & SAFETY

The Beverly Hills Police Department provides additional traffic support during the morning hours in front of campus. Additionally, security officers are present on campus during the school day starting at 6:00 a.m. and extending through 9:30 p.m. each day. Beverly Hills High School rotates six full time Security Officers each day on campus. During lunch, security officers and administrators share supervision of students in the cafeteria, front lawn, and common gathering areas. When students are dismissed at the end of the day, security officers are present to observe students traveling to after school activities or leaving campus in a safe and orderly manner.

All administrators, security personnel, and other designated individuals providing student supervision carry hand-held radios to facilitate routine and emergency communications concerning student safety.

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

Academic Performance Index Three-Year Performance Comparison

	Beverly Hills High Base API Rank:								
	2010		2011		2012				
	Statewide Rank	9	10	10	9	9			
Similar Schools Rank	6		9		7				
	Beverly Hills High			Beverly Hills High		BHUSD		State	
	Increase/Decrease in API			# of Students		# of Students		# of Students	
	2010-11	2011-12	2012-13	2012-13	Growth	2012-13	Growth	2012-13	Growth
All Students	34	-4	-2	1,265	865	3,316	890	4,655,989	790
Ethnic Subgroups									
African American				64	792	126	790	296,463	708
American Indian or Alaskan Native				3		9		30,394	743
Asian	16	-10	2	166	921	425	943	406,527	906
Filipino				15	843	36	877	121,054	867
Hispanic or Latino				80	837	215	873	2,438,951	744
Hawaiian or Pacific Islander				2		5		25,351	774
White (not Hispanic)	38	-1	-3	931	863	2,465	890	1,200,127	853
Two or More Races				4		35	812	-	
Other Subgroups									
Economically Disadvantaged			7	111	805	281	841	2,774,640	743
English Learners				90	744	343	797	1,482,316	721
Students with Disabilities	67	-3	-5	148	639	475	709	527,476	615

Campus Description

Year Built	1927
Acreage	26.1
Bldg. Square Footage	287054
	Quantity
# of Permanent Classrooms	99
# of Portable Classrooms	1
# of Restrooms (student use)	13 sets
Administrative Offices	1
Computer Lab	1
Art Rooms (3)	3
Basketball Courts	1
Ceramics Room	1
College & Career Center	1
Computer Labs	1
Dance Studios	1
Digital Classrooms	1
Educational Dev. Center/MPR	1
Football Stadium	1
Graphic Design Studio	1
Intervention Counseling Svcs Ctr	1
Journalism Lab	1
Lacrosse & Soccer Playing Fields	1
Media Center (KBEV)/TV Studio	1
K.L. Peters Auditorium	1
Photo Studio	1
Planetarium	1
Salter Family Theater	1
Softball Fields	1
Student Cafeteria	1
Swim Gym w/Retractable Floor	1
Vocational Education Shops	1
Weight Rooms	2
Library	1
Student Store	1

FACILITIES INSPECTIONS

Beverly Hills High 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 Hills High School took place on November 15 - December 19, 2012. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas, disclosing the operational status in each of those areas.

FACILITIES MAINTENANCE

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

Maintenance & Operations (M&O) employs a work order process enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers and staff submit requests to the school's office manager who prepares and forwards an electronic work order to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff; general requests are typically addressed within two weeks.

School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: November 15, 2013 - December 19, 2013	✓			
Systems	✓			Elevators & Lifts - All elevators, current permits not posted
Interior Surfaces	✓			Kitchen - Floor needs to be stripped and waxed, completed over winter break; All Labs - Items stored by eyewash stations, items removed by teacher and administration; All Labs - Tables and sinks need to be cleaned
Cleanliness	✓			
Electrical	✓			Electrical - Throughout school some lights need to be repaired or replaced, work order generated; Parking Lot - Lights not working, work order generated for repair; Hallways - Many lights need to be repaired and replaced
Restrooms/Fountains	✓			All Bathrooms - Need to be checked more often, strong smell of urine
Safety	✓			All Labs - Items stored by eyewash stations, items removed by teacher and administration; M&O - Needs to be restocked with first aid materials; Most Rooms - Fire equipment and exits are not signed off monthly, but fully charged and certified annually
Structural	✓			Pool - Open gap area by diving board, work order created to cover with a plate
External	✓			Upper Courts - Caps need to cover open holes on upper basketball courts; Boy's Locker Room - Floors need to be scrubbed, exterior door needs to be repaired to limit access; M&O Portables - Wood walkways have holes and need to be repaired

Overall Summary of School Facility Good Repair Status

Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary	✓			

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

Campus facilities are cleaned daily; four full-time day custodians, 15 full-time evening custodians, and one full-time groundskeeper are assigned to Beverly Hills High School and work closely with the principal for routine maintenance, daily custodial duties, and preparation for special events. Twice a week, a crew of five groundskeepers are on campus for routine landscaping maintenance. The principal and lead custodian communicate daily via two-way radio, cell phone and e-mail as needed regarding campus cleaning needs and safety concerns. Every morning before school begins, the lead custodian and security officers inspect the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds.

The day custodians are responsible for general upkeep of campus grounds and keeping restrooms, classrooms, offices, cafeteria, and other facilities in an orderly and secure condition. One custodian and teachers frequently check restrooms in passing throughout the day to ensure they are kept safe, sanitary, and adequately stocked. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, and other facilities; daily duties include cleaning student desktops. The groundskeeping team is responsible for general landscaping and irrigation projects.

DEFERRED MAINTENANCE

During the 2011-12 school year, the Beverly Hills Unified School District did not receive any deferred maintenance funds from the State School Deferred Maintenance Program. The Program provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Beverly Hills High 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 September 2013.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Beverly Hills High School provides a disciplined, stimulating learning environment and takes pride in its high standards of scholarship and citizenship. One of the school's major goals is to develop a sense of responsibility, both personal and social, and to enhance each individual's capacity for self-discipline.

Teachers have established grade-appropriate classroom management programs to maintain an effective learning environment. On the second day of school, teachers review school

policies, behavior expectations, safety procedures, and course outlines. Students are reminded of their obligations to conduct themselves in a responsible, respectful manner throughout the year in school bulletins, morning announcements, assemblies, and class discussions.

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

Beverly Hills High School's schoolwide recognition programs reinforce good citizenship and academic effort. Students are recognized for their unique accomplishment at regularly-held assemblies and board meetings; achievements are posted on public bulletin boards and in display cases on campus. Athletes are recognized for accomplishments at the end of each sports season and at the end of the year during the QUEST Awards banquet. A CST Assembly is held highlighting each student who improved, and those students were eligible for fast passes for lunch, preferred parking, and were given tickets for the raffle of two iPads. Performing arts students are recognized for their exceptional talents at the annual BEVY Awards. Graduating seniors are invited to the Senior Awards Assembly and recognized for their individual accomplishments and meeting established academic criteria. Community service awards are presented at the end of the year for outstanding contributions.

Suspensions and Expulsions

	Beverly Hills High		
	10-11	11-12	12-13
Suspensions (#)	140	104	72
Suspensions (%)	6.82%	5.27%	3.84%
Expulsions (#)	0	3	3
Expulsions (%)	0.00%	0.15%	0.16%
	All High Schools		
	10-11	11-12	12-13
Suspensions (#)	146	104	72
Suspensions (%)	7.06%	5.24%	3.81%
Expulsions (#)	0	3	3
Expulsions (%)	0.00%	0.15%	0.16%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

ENRICHMENT ACTIVITIES

Students are encouraged to participate in Beverly Hills High School's clubs, visual and performing arts programs, and athletic activities held before, during, and after school. These activities promote positive attitudes, encourage achievement, and instill a sense of belonging among students. A comprehensive list of activities may be obtained from the school office.

TEACHING LOADS

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
2010-11				
Subject	Average Class Size	Number of Classes		
		1-20	21-32	33+
English	24.1	27	46	4
Math	23.8	27	48	0
Science	25.5	11	45	0
History	25.2	11	37	2
2011-12				
English	22.9	24	48	0
Math	25.4	19	47	2
Science	25.8	9	41	3
History	23.4	18	30	0
2012-13				
English	21	29	57	0
Math	23	25	53	1
Science	23	25	41	1
History	23	20	44	1

DROPOUTS

Beverly Hills High School had 17 dropouts recorded for the 2010-11 school year. Credit completion and course grades are closely monitored regularly by counselors and the school's intervention counselor. Intervention strategies used to promote attendance and reduce dropout rates include: parent conferences, counseling, independent study, peer tutoring, and referral to the continuation high school. Students who are deficient in course credits may take advantage of online coursework and summer school. Beverly Hills High offers supplemental classes for students struggling with language arts and math, and include CAHSEE Workshops, summer school CAHSEE classes, reading skills intervention class, algebra intervention classes. Volunteers from the Maple Center are accessed for tutoring as well as small group counseling to address academic and social concerns interfering with the learning process.

In the Dropout & Graduation Rates table in this report, 2011-12 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates			
	Beverly Hills High		
	09-10	10-11	11-12
Dropout Rate (%)	3.3	3	4.7
Graduation Rate (%)	95.85	96.06	94.3
	BHUSD		
	4	3.1	5.5
Graduation Rate (%)	94.9	95.1	92.8
	CA		
	16.6	14.4	13.1
Graduation Rate (%)	74.7	76.3	78.9

GRADUATES

To earn a diploma from the Beverly Hills Unified School District, students must earn 230 course credits, pass the CAHSEE exam, pass the Algebra I course, and complete a five-credit health class. Alternative methods of acquiring a diploma are available through the district's continuation school for those students who have been unsuccessful in the comprehensive high school environment. The following table illustrates the percentage of students who graduated from Beverly Hills High School having met both CAHSEE exam requirements and district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of:

	2013		
	Beverly Hills High	BHUSD	CA
All Students	89.3%	89.5%	83.8%
African American	6.1%	6.1%	5.6%
American Indian or Alaskan Native	0.0%	0.0%	0.6%
Asian	16.1%	15.9%	8.4%
Filipino	1.3%	1.3%	2.6%
Hispanic or Latino	4.1%	4.0%	38.8%
Hawaiian or Pacific Islander	0.2%	0.2%	0.5%
White (not Hispanic)	61.4%	61.8%	25.6%
Two or More Races	0.2%	0.2%	1.4%
Disadvantaged	10.0%	11.2%	6.3%
English Learners	6.5%	6.5%	18.7%
Students with Disabilities	11.3%	11.2%	43.6%

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

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

During the 2012-13 school year, Beverly Hills Unified School District offered three staff development days, which focused on assessments and how to best utilize these assessments to monitor student progress (grades K-12). A portion of training activities were led by administrators and educational consultants at school sites and at articulation meetings held in various locations throughout the district. District sponsored workshops offered during the 2012-13 school year included:

- Overall Data Trends and Goal Setting
- Data Director Training
- Department Collaboration - Course Analysis of Cluster Reports
- Data Analysis in Departments
- Multi-Tiered Supports/ Interventions for HS
- Department Articulation - Benchmark Assessments, Curriculum, Best Practices

A portion of staff development days were allocated to meet site-based needs in preparation for the upcoming WASC review. Once a month, the Schools Secondary Education Council works as a collaborative body to establish goals in the school site plan and WASC plan, conduct data analysis, and engage in self-study activities to improve delivery of course content.

Staff Development Days Three-Year Trend		
2010-11	2011-12	2012-13
3	3	3

The district supplements professional development activities with additional training sessions and workshops year-round to support newly adopted and ongoing programs. Supplemental professional development is offered throughout the school year and over the summer break. District-sponsored training sessions offered during the 2012-13 school year included:

- Differentiated Instruction
- Data Analysis

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. New Teacher Orientation is provided over a two-day period at the beginning of the school year for all teachers who are new to the Beverly Hills Unified School District; training sessions provide an overview of general policies and practices; curriculum and instruction; and technology based tools. The Peer Assistance and Review

program is designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers.

The principal encourages teachers to attend professional workshops and conferences in their field of expertise. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Los Angeles County Office of Education. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives. The district makes available technology training for classified staff; topics include general instruction on basic Microsoft Office and Outlook applications.

INSTRUCTIONAL MATERIALS

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

On October 8, 2013, 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 #2013-2014-004 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 SARC's the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2013-14 school year, all students enrolled in a visual/performing arts class were provided with a textbook or supplemental materials to use in class and to take home. These materials are in alignment with the state's content standards and curriculum frameworks.

SCHOOL LEADERSHIP

Leadership at Beverly Hills High School is a responsibility shared among school administrators, instructional staff, and parents. Teamwork between the principal and three assistant principals ensures both curricular and operational components of Beverly Hills High School function properly. The principal is responsible for day-to-day operations and the overall instructional program. Each assistant principal is assigned to a "House" and is responsible for student discipline and guidance from a designated team of counselors. Based on individual strengths, assistant principals are assigned additional responsibilities to support curriculum and operational components of the school.

As part of the principal's decision-making process, feedback, advice, and input from co-administrators and instructional staff through the Secondary Education Council and department representatives are used to guide curricular programs. The Secondary Education Council (SEC) is comprised of the principal, assistant principals, and department representatives. Once a month, the SEC assembles to discuss the curricular agenda, discuss best practices, and implement new strategies to improve student learning. Department representatives serve as a liaison between school administrators and their department colleagues.

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

Textbooks					
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade	
Reading/Language Arts					
1999	Yes	Harcourt - Adventures in American Literature	0%	9-12	
1996	Yes	Scott Foresman - Literature and Integrated Studies	0%	9-12	
1997	Yes	Heinle & Heinle - Voices in Literature	0%	9-12	
2007	Yes	Holt - Mastering the California Standards in English, Language Arts (Courses 3 to 6)	0%	9-12	
2007	Yes	Pearson AGS Globe - Exploring Literature, British Literature, American Literature, World Literature	0%	9-12	
Math					
2000	Yes	Glencoe - Pre Algebra, Algebra	0%	9-12	
2006	Yes	McDougal Littell - Algebra II	0%	9-12	
2007	Yes	Glencoe - Basic Geometry	0%	9-12	
2002	Yes	Glencoe - Geometry	0%	9-12	
1996	Yes	Glencoe - Math Applications & Connections	0%		
Science					
2007	Yes	McDougal Littell - Biology	0%	9-12	
1996	Yes	Glencoe - Life Science, Physical Science	0%	9-12	
Social Science					
2007	Yes	Glencoe/McGraw Hill - American Government: Democracy in Action	0%	9-12	
1999	Yes	Houghton Mifflin - The American Pageant	0%	9-12	
2003	Yes	Pearson/Prentice Hall - Civics Participating in Government	0%	9-12	
1994	Yes	Glencoe - Economics	0%	9-12	
2006	Yes	AGS Publishing - US History (EL)	0%	9-12	
1998	Yes	Prentice Hall - World History Connections to Today	0%	9-12	
Foreign Language					
2004	Yes	Glencoe McGraw Hill - Spanish: Buen Viaje	0%	9-12	
2004	Yes	Gozlan's Sefer Israel - Hebrew: Hebrew 1 Ivrit Esre	0%	9-12	
2004	Yes	Gozlan's Sefer Israel - Hebrew 3-4 and 5-6 from Scratch	0%	9-12	
2005	Yes	Pearson/Prentice Hall - Latin: Ecce Romani	0%	9-12	
2004	Yes	Glencoe McGraw Hill - French: Bon Voyage	0%	9-12	

The textbooks and instructional materials used by the school are selected from the State Board of Education's most recent adoption. Textbook information was obtained from district office personnel October 2013.

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Beverly Hills High 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 the Student Study Team (SST). The SST is responsible for addressing barriers that affect the ability of a student to perform at his or her best in school, recommending intervention strategies/services to meet the child's unique needs, and subsequently evaluating progress and modifying instruction as needed over time. A variety of strategies are considered to help promote academic success and may include but are not limited to differentiated class instruction, small group instruction outside the general education environment with resource specialist staff, and/or counseling.

Beverly Hills High School's special education program is supported by highly qualified, caring staff. Special education teachers and instructional assistants provide instruction in special day classes or the resource room. Special education students are mainstreamed as much as possible into the general education classroom and provided instruction in the least restrictive environment. Co-taught courses are offered for all students (regular education and special education) in mathematics, science, and English. Each student's curricular agenda is based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum

and educational opportunities and coordinates specially-designed instruction based upon individual academic, social, and/or behavioral needs.

Students identified as English Learners (EL) are placed with a teacher who has been certified by the state to teach English learners. Teachers use differentiated instruction and SDAIE (Specially Designed Academic Instruction English) strategies in the general education classroom to help EL students understand lesson content and concepts. Students may be enrolled in an English Language Development class as a supplement to regular language arts to focus on language development, reading skills, and vocabulary development. In some cases, students may be enrolled in an EL version of core classes (ie, EL social studies) until they gain increased fluency in understanding the English language. As students increase fluency in the English language, Beverly Hills High School continues to monitor their performance through the CELDT and adjust instruction as needed to ensure continued success.

Beverly Hills High 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. Title I support in English Language Arts and Math is provided by Title I teachers who are designated to provide targeted assistance to those students who qualify for Title I services. A recommendation for student participation comes from a counselor, the Student Study Team, instructional staff/teachers, or the student's parent based upon classroom performance or state/district assessment results. Student success through intervention programs is achieved when proficient and/or advanced levels of performance are demonstrated. Intervention strategies may include:

- Intervention counselor services: provides personal and academic guidance for students at risk of failing coursework or not meeting graduation requirements

- Peer lunch tutoring provided in the career center during lunch time and after school
- Teacher tutorial calendar: during block schedule in monthly enrichment class
- CAHSEE prep classes
- Maple Center tutoring: after-school tutoring is provided by community volunteers. Parents may contact the center directly to arrange for tutoring sessions
- Choices Program: support program for students who are struggling with drug and alcohol addiction

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Beverly Hills High School recruits and employs the most qualified credentialed teachers. For the 2012-13 school year, the school employed 100 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	Beverly Hills High			
	10-11	11-12	12-13	13-14
Total Teachers	103	97	100	
Teachers with Full Credential	103	97	100	
Teachers without Full Credential	0	0	0	
Teachers Teaching Outside				
Subject Area	8	0	0	
Teacher Misassignments for English Learners	9	1	2	1
Total Teacher Misassignments	9	2	6	5
Teacher Vacancies	0	0	2	0
	BHUSD			
	10-11	11-12	12-13	13-14
Total Teachers	269	268	282	
Teachers with Full Credential	269	268	282	
Teachers without Full Credential	0	0	0	
Teachers Teaching Outside				
Subject Area	9	0	0	
Teacher Misassignments for English Learners	13	3	3	2
Total Teacher Misassignments	13	4	7	9
Teacher Vacancies	1	2	2	0

The following table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

	NCLB Compliance Percentage of Classes in Core Academic Subjects:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2012-13	
Beverly Hills High	87.0%	13.0%
District Totals		
All Schools	79.0%	21.0%
High-Poverty Schools	-	-
Low-Poverty Schools	79.0%	21.0%

SUPPORT SERVICES STAFF

Beverly Hill High School's expert team of support services staff, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns. School counselors provide academic guidance, 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 Hills High School's intervention counselor provides assistance for students struggling with psychological, emotional, and/or social barriers. Students may volunteer for counseling or may be referred by their teachers, parent, academic counselors, the college counselor, or administrators. The intervention counselor, academic counselors, and assistant principals review student grades every five weeks to identify struggling students and address the academic or social issues that may be impacting their educational performance.

Counselors and Support Personnel (Nonteaching Professional Staff) 2012-13

	No. of Staff	FTE
Academic Counselor	6	6.0
ROP/Career Counselor	1	1.0
Intervention Counselor	1	1.0
Campus Security	6	6.0
Psychologist	2	1.5
School Nurse	1	0.5
Health Clerk	1	0.8
Occupational Therapist	1	*
Adaptive PE Specialist	1	0.5
Speech & Language Therapist	1	*
Average Number of Students per Academic Counselor		313

FTE = Full Time Equivalent

* = As needed

School psychologists are available to assist with academic, social, and emotional issues as well as provide assessments to determine eligibility for special education services and facilitate coordination of Individual Education Plans (IEP). School nurses conduct health screening programs; health technicians provide basic first aid as well as health care services. Beverly Hills High School welcomes volunteers from the city's Maple Center, a regional counseling center, that sponsors activities with the students and discussions on social and conflict resolution skills. The Maple Center has an office located on campus to provide maximum accessibility five days a week during school hours.

COLLEGE PREPARATION & WORK READINESS

COLLEGE PREPARATION COURSES

Students are encouraged to take required courses if they plan on attending a four-year college or university. The table below illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

UNIVERSITY OF CALIFORNIA

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

Enrollment in and Completion of UC/CSU-Required Courses 2011-12

	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	81.3
Graduates Who Completed All Courses Required for UC/CSU Admission	58.6

*Most current data available.

CALIFORNIA STATE UNIVERSITY

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

ADVANCED PLACEMENT

In 2012-13 Beverly Hills High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered and Student Participation Rates 2012-13

	No. of Courses Offered	% of Students Enrolled in AP Courses
Art		
Computer Education		
English	2	
Foreign Language	6	
Math	4	
Music		
Science	5	
Social Science	4	
Totals	21	12.1%

WORKFORCE PREPARATION

Beverly Hills High School's full-time ROP counselor provides structured post-secondary education and career planning services. Students are addressed during a language arts class in tenth grade and introduced to Beverly Hills High School's college planning and vocational education programs and then counseled on an individual basis annually during their junior and senior years. Career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, occupational-related tests, competitions, course-required projects, performance reports, cooperative learning observations, and on-the-job/classroom observation.

Each year in the spring, Beverly Hills High School sponsors a comprehensive Career Day Conference featuring many guest speakers who want to share their knowledge and professional experiences. Over 150 community volunteers conduct mini workshops and host presentations. Students select a menu of workshop in the industries they are interested in. Beverly Hills High School welcomed representatives from the following industries: performing arts, medical and health services, television/movie production, business, sales and marketing, photography, criminal justice, physics and astronomy, acting, law, pharmacy technicians, fire science, architecture, municipal services, culinary arts, and real estate.

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students who are in eleventh grade or are 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit

from part-time job placement. For more information, contact the school's career center. Work experience opportunities are provided through the regional occupation program.

Beverly Hills High School offers a variety of career pathways programs. Students enrolled in the career pathways programs are enrolled in core classes where instructional content is more closely related to their chosen field of study. Core curriculum teachers and career pathways teachers collaborate regularly to ensure coursework is in alignment with state standards and student needs.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Regional Occupational Programs (ROP) are offered in partnership with the Los Angeles County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. The Career Technical Education Program Participation table below shows the total number of students participating in the district's vocational education and regional occupational programs and their completion rates. For more information on career technical programs, ROP, workability, career pathways, and work experience, contact the high school's career center or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Beverly Hills High School is a member of California DECA, a statewide student organization that promotes leadership and personal development for students interested in marketing, management, and entrepreneurship. Students gain on-the-job experience, network with leaders in the industry, build a portfolio, travel, and win awards and scholarships while learning about business and marketing strategies. Students may visit room 281 for more information.

ROP/Vocational Education 2012-13

Administration of Justice
Advanced Film & Video Production
Culinary Arts
Entrepreneurship
Fashion Technology
Hotel Management
Intro to Marketing
Intro to TV & Radio
Office Occupations
Psychology / Teen Line
Psychology Careers
Retail Marketing
Robotics
Sports Marketing
Sports Medicine
Teachers Assistant
TV Production
Virtual Business

Career Pathways 2012-13

Arts AV Technology & Communications
Business Financial Management
Design/Preconstruction
Food & Hospitality Services
Professional Sales & Marketing
Programming & Systems Development
Therapeutic Services

SARC DATA & ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Beverly Hills High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION

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

Open to the Public: Mon.-Thurs. 10:00-9:00
 Fri.-Sat. 10:00-6:00, Sun. 12:00-5:00
 Phone: (310) 288-2220
www.bhpl.org
 Number of Computers Available: 22
 Printers Available: Yes

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

EXPENDITURES PER STUDENT

For the 2011-12 school year, Beverly Hills Unified School District spent an average of \$11,922 of total general funds to educate each student (based on 2011-12 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2011-12		
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,631	38,578
Mid-Range Teacher Salary	72,110	59,799
Highest Teacher Salary	85,530	78,044
Average Principal Salaries:		
Elementary School	124,577	95,442
High School	135,750	106,787
Superintendent Salary	231,668	150,595
Percentage of Budget For:		
Teacher Salaries	37	37
Administrative Salaries	4	6

Current Expense of Education Per Pupil

2011-12

Expenditures Per Pupil	Dollars Spent Per Student				
	Beverly Hills High	BHUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,967	N/A	N/A	N/A	N/A
Restricted (Supplemental)	218	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,749	6,762	99.8%	5,537	121.9%
Average Teacher Salary	71,489	68,436	104.5%	63,166	113.2%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the district received categorical, special education, and support programs, including but not limited to:

- Adult Education
- Class Size Reduction, Grades K-3 (Optional)
- Economic Impact Aid (EIA)
- Education Jobs Fund
- Lottery: Instructional Materials
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs