



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



2009-10 Annual School Accountability Report Card

A Report of 2009-10 Activity Published in January 2011

Beverly Hills High School

Grades 9-12
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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 and school facilities documentation referred to in this report were acquired in November 2010.

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. More than 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.

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 2009-10 school year, Beverly Hills High School served 2,201 students in grades 9-12. Student enrollment included 11% receiving special education services, 6% qualifying for English Learner support, and 4% 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 three times a week for 50 minutes and twice a week for 90 minutes. 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 and an assistant principal. 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.beverlyhills.k12.ca.us 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.

Percentage of Students by Ethnicity / Grade Level			
2009-10			
Ethnic Group	%	Grade Level	#
African-American	6.5%	Grade 9	529
Amer. Indian or Alaskan Native	0.2%	Grade 10	542
Caucasian	70.4%	Grade 11	567
Asian	16.3%	Grade 12	563
Filipino	1.1%		
Hispanic or Latino	5.2%		
Pacific Islander	0.2%		
Total Enrollment			2201

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 2009-10 AYP cycle, high schools must achieve a 55.6% or higher proficiency rate in English/language arts and 54.8% 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 650 or higher or increasing the API growth by one point. High schools must obtain a graduation rate of 83.2% or show an increase in the graduation rate of 0.2% over a two-year period.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

AYP Indicator	Beverly Hills	
	High	BHUSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2009-10 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 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.

STAR Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Beverly Hills High			BHUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	69	74	75	73	77	76	46	50	52
Math	45	48	46	62	65	64	43	46	48
Science	72	69	68	73	76	75	46	50	54
History	54	71	63	59	69	75	36	41	44

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 Percentage of Students Scoring at Proficient & Advanced Levels 2009-10

	Beverly Hills High							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	54	*	86	67	65		74	75
Math	17	*	73	33	34		43	62
Science	56		81	*	41		66	65
History	51		76	67	51		61	71

*When 10 students or less are tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10

	Beverly Hills High					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	73	77	37	68	31	
Math	52	40	44	39	14	
Science	70	66	33	57	27	
History	67	60	23	46	25	

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Beverly Hills High			BHUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	80.8	80.0	84.0	80.6	79.8	84.0	52.9	52.0	54.0
Math	82.6	82.4	84.0	82.6	82.3	84.0	51.3	53.3	54.0

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of proficient is different than the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualifies for placement in the "proficient or above" category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2009-10

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	4.0	96.0	84.0	1.0	99.0	84.0
Male	23.5	5.0	95.0	2.0	98.0	88.0
Female	2.0	98.0	88.0		100.0	81.0
African-Amer.	6.0	94.0	76.0	3.0	97.0	62.0
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	2.0	98.0	89.0		100.0	90.0
Filipino	*	*	*	*	*	*
Hispanic or Latino	5.0	95.0	68.0	12.0	88.0	59.0
Pacific Islander	*	*	*	*	*	*
Caucasian	6.0	94.0	76.0	1.0	99.0	87.0
Two or More Races	*	*	*	*	*	*
English Learners	11.0	89.0	63.0		100.0	75.0
Economically Disadvantaged	5.0	95.0	79.0	12.0	88.0	71.0
Migrant Education	*	*	*	*	*	*
Students with Disabilities	24.0	76.0	37.0	14.0	86.0	59.0

*To maintain confidentiality, scores are not disclosed when less than 10 students are tested.

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 2009-10			
Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	20%	32%	33%

Academic Performance Index (API) Three-Year Performance Comparison							
	API Rank			School Increase/Decrease in API	School Growth	District Growth	State Growth
	2007	2008	2009				
Statewide Rank	10	9	10				
Similar Schools Rank	5	2	6				
Results	2007-08	2008-09	2009-10	2010	2010	2010	2010
Schoolwide - All Students	-19	42	-8	838	871	767	
Ethnic Subgroups							
African-American	-17	18			777	685	
Asian	-20	31	17	913	925	889	
Caucasian	-18	50	-12	831	871	838	
Two or More Races				835	835	807	
Other Subgroups							
English Learners			32	733	783	691	
Students with Disabilities	-108	69	-35	594	681	580	

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 2009-10, Beverly Hills High School did not participate in

Title I Program Improvement (PI) Status	Beverly Hills		BHUSD
	High	Not In PI	
PI Status	Not In PI	Not In PI	
First Year of PI Implementation	N/A	N/A	
Year in PI	N/A	N/A	
Year Exited PI	N/A	N/A	
No. of Schools Currently in PI			0
Percent of Schools Currently Identified for PI			0.0%

the Title I program and is therefore not 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.

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/a/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. 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 2009-10 school year, district representatives and professional consultants began the planning stage for the following projects: 1) upgrade of security systems at all school sites, 2) structural seismic safety repairs at all school sites, 3) upgrades to interior wall systems such as technology infrastructure, electrical systems, waste line systems, plumbing systems, heating/cooling systems, 4) modernization of classrooms and general use facilities, and 5) construction of new athletic facilities. Construction is anticipated to begin in the 2010-2011 school year.

Campus Description	
Year Built	1927
Acreage	26.1 ac
Square Footage	287,054 sq. ft.
Total Number of Buildings	8
Administration Offices	
All Purpose Field (temp.)	
Art Rooms (3)	
Basketball Courts (indoor and outdoor)	
Ceramics Room	
College and Career Center	
Computer Labs	
Dance Studios	
Digital Classrooms	
Educational Development Ctr/Multipurpose Rm.	
Football Stadium	
Graphic Design Studio	
Intervention Counseling Services Ctr (Maple Ctr)	
Jon Cherney Lecture Hall	
Journalism Lab	
Lacrosse & Soccer Playing Fields (new)	
Library	
Media Center (KBV)/TV Studio	
K.L. Peters Auditorium	
Photo Studio	
Planetarium	
Salter Family Theater	
Softball Fields	
Student Cafeteria	
Student Store	
Swim Gym with Retractable Floor	
Theater 40	
Vocational Education Shops	
Weight Rooms	

SUPERVISION & SAFETY

The Beverly Hills Police Department provides school security officers for traffic control in the morning and after school. One school resource officer is on campus to help with supervision, drug abuse prevention education, and minor discipline issues. Each morning as students arrive on campus, four security officers and the resource officer monitor designated areas and the four administrators circulate around the campus greeting students. During lunch, five security officers, the resource officer, and administrators share supervision of students in the cafeteria and common gathering areas. When students are dismissed at the end of the day, five security officers and administrators ensure students either travel to after-school activities or leave 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.

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 4-8, 2010. 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.

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 groundskeepers 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

Beverly Hills Unified School District participates in the State School Deferred Maintenance Program which 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. During the 2009-10 school year, Beverly Hills High School received \$135,000 of deferred maintenance funds which were used for routine repairs and building improvements.

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 2010.

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 first day of school, teachers review school policies, behavior expectations, safety procedures, and course outlines. At the beginning of each semester, a Student Success Assembly is held to reinforce school rules, safety procedures, consequences for poor behavior, and academic expectations. 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.

School Facility Good Repair Status		
Item Inspected	Status	
		Repair Needed and Action Taken or Planned
Most Recent Inspection: November 4-8, 2010	Good Fair Poor	
Gas Leaks Mechanical Systems	✓	Bldg "L", Rms 116, 171, 202, 204, 205, 211, 305, 311, 402, 404, 405, 411, 412, 416 & Educ. Dev. Ctr. - Vents dirty; Bldg "L", Rms 221, 223, 225, 227, 215, 407 - No A/C; Rm 277 - Heating and A/C problem; Rm 172 - Thermostat hanging; Rm 243 - Teacher complains about dust from vent; Rm 241 - No A/C
Windows/Doors/Gates (interior and exterior)	✓	South Stair, 2nd Floor & Rm 121 - Door closer needs to get adjusted; North Stair, 2nd Floor - Door not closing properly; House "A" - Main entrance - door not closing properly; Rms 129, 132, 283, Hallway Door by 301 & Double Door, Hallway by Rm 120 - Door not closing or latching; Rm 273 - Back door lock not working; Faculty RR, Women's - Door closer needs to be adjusted
Interior Surfaces (walls, floors, and ceilings)		Rm 373 - Holes on the wall by entrance; Rm 250 - Ceiling tile; Rm 251 - Water stain on ceiling tile and missing tile, leaky faucet; Rms 129, 202, 204, 230, 232, 238, 261, 275, 298, Hallway Wall across 245, Hallway by 228-230, & Bldg "B", 1st Floor Hallway by 132 - Water stain on ceiling tiles; Rm 296 - Water stain on ceiling tiles and baseboard missing; Faculty Men's RR, 2nd Floor by Stairs - Holes on the wall; Faculty Women's RR, next to Main Offices - Holes on the wall; Main Office - Water stain on ceiling tiles; House "A" & Bldg "A" Hallway, 2nd Floor by 184, Nurse's Office & Rms 101 & 105 - Missing ceiling tile by 216D; Media Center - Fire extinguisher hanger fell down and extinguisher on the floor, and hole on the wall behind double door on hallway; Rm 285 - Hole on ceiling tile and baseboard missing; Rm 273 - Water damaged the wall; Rm 269 - Ceiling tiles missing; Men's Faculty RR, 1st Floor - Baseboard missing; Women's RR, 1st Floor - Hole on the wall; Women's RR, next to 180, Theatre - Door stall missing and peeling paint; Rm 172 - Baseboard loose; Rm 240 - Ceiling tile with hole on it; Wall by entry next to Men's RR, 1st Floor - A sign been removed, wall is damaged
Hazardous Materials (interior and exterior)	✓	
Structural Damage	✓	Rm 251 - Leak from kitchen, crack on the wall by back door; Women's RR, next to 180, Theatre - Marble broken, can fall apart; Girl's RR, 1st Floor - Paint peeling on wall behind door and door entrance frame is loose
Fire Safety	✓	Rm H-3 - Smoke detector hanging
Electrical (interior and exterior)	✓	Bldg "L", Room 305 - Electric outlet plug loose (next to screen); Elevator Equip Rm - Light out; South Stair, 1st Floor - Exit sign broken; Staff Café - Electric wires exposed on the wall; Hallway, 3rd Floor, Rm 357 - Cable raceway cover hanging; Girl's RR, 3rd Floor, next to 367 - Handicap toilet not working (batteries) and hand dryer not working; Rm 367 - Light out above white board; Rms 102, 130, 174, 250, 259, 267, 279, 281, 369, 373, Auditorium, Staff Garage, Attendance Office, Student Garage & 2nd Floor Patio - Lights out (2 fixtures); Rms 240, 243, 384, & House "C" - Track lights flickering; Rm 252 - Two track lights out; Hallway, 2nd Floor, by Rm 298 - Lights out (4 fixtures); Electric Panel by Men's RR, 2nd Floor - Wires exposed; Rm 275 - Light fixture lens hanging; Rm 189 - Lights or switch not working; Salter Theatre - Lights out & electric outlets not working; Hallway by 174-180 - Too dark, light out or bad switch, Rm 101 - Switch not working; Stair by 201 - Light lens hanging/ lights out
Pest/Vermin Infestation	✓	
Drinking Fountains (inside and outside)	✓	
Restrooms	✓	Boy's RR, 3rd Floor - Faucet running & 3rd stall from the left no sit cover, no toilet paper; Girl's RR, Across Rm 298, and Girl's RR, 1st Floor - Toilet not working; Boy's RR, Across 285 & Men's Faculty RR, 1st Floor - Toilet filthy; Boy's RR, 1st Floor - Two toilets not working, hand dryer not working, soap dispenser broken
Sewer	✓	
Playground/School Grounds	✓	
Roofs	✓	
Overall Cleanliness	✓	Bldg "L", Rms 202, 204, 205, 305, 405, 412, 416 & Educ. Dev. Ctr. - Vents dirty; Boy's RR, 3rd Floor - Faucet running & 3rd stall from the left no sit cover, no toilet paper; Data Room, 1st Floor - Trash on the floor; Faculty RR, Women's, 1st Floor - Toilets filthy; Faculty RR, Men's, 1st Floor - Filthy; Girl's & Boys RR, 1st Floor, and Girl's RR, H-2A - Filthy; Girl's RR, Eating Area - Faucet leaking and faucets need to get cleaned; Boy's RR, Eating Area - Urinals, toilets and faucets need to get cleaned; Boy's RR, 3rd Floor by Stairs and Men's RR, 2nd Floor, Across 261 - Urinals and toilet filthy; Girl's RR, Across Rm 298 - Sinks and faucets filthy; Library - Marks on round tables; carpet needs to be vacuumed; Boy's RR, Across 285 & Faculty RR, Across 261 - Toilet filthy; Salter Theatre - Dark stain on carpet at foyer, dark spots on wall at foyer; Men's RR, 2nd Floor by 232 - Paper towel on ceiling

Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary		✓		
<u>Percentage Description Rating:</u>				
<i>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.</i>				

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.

Suspensions & Expulsions			
	Beverly Hills High		
	06-07	07-08	09-10
Suspensions (#)	148	101	89
Suspensions (%)	6.12%	4.35%	4.04%
Expulsions (#)	3	2	1
Expulsions (%)	0.12%	0.09%	0.05%

	BHUSD High Schools		
	06-07	07-08	09-10
Suspensions (#)	150	103	104
Suspensions (%)	6.14%	4.41%	4.64%
Expulsions (#)	3	2	1
Expulsions (%)	0.12%	0.09%	0.04%

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.

Responsible students may join the Peer Mediation Team. Students receive training on how to resolve minor issues as well as identify situations that require adult intervention. Peer Mediators are responsible for setting an example and minimizing conflicts before they become a disruption in the learning environment.

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. At the end of each grading period, students are honored for their academic performance; athletes are recognized for accomplishments at the end of each sports season and at the end of the year during the QUEST Awards banquet. 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.

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 Load Distribution Departmentalized Instruction					
2007-08					
Subject	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
English	23.2	62	44	3	
Math	25.0	32	51	4	
Science	27.1	10	44	3	
Social Science	26.9	11	57	1	
2008-09					
English	25.0	41	59	7	
Math	25.7	27	51	5	
Science	27.1	9	38	3	
Social Science	28.7	4	43	6	
2009-10					
English	22.30	48	39		
Math	23.11	35	44		
Science	25.95	12	51		
Social Science	24.98	17	39		

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.

DROPOUTS

Beverly Hills High School had seven dropouts recorded for the 2008-09 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, 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 following Dropout & Graduation Rates table, 2008-09 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
	Beverly Hills High		
	06-07	07-08	08-09
Dropout Rate (%)	1.1	0.3	0.7
Graduation Rate (%)	96.8	99.3	98.0
	BHUSD		
	06-07	07-08	08-09
Dropout Rate (%)	1.7	0.5	0.9
Graduation Rate (%)	95.8	96.9	96.8
	California		
	06-07	07-08	08-09
Dropout Rate (%)	4.4	3.9	5.7
Graduation Rate (%)	80.6	80.2	78.6

GRADUATES

To earn a diploma from the Beverly Hills Unified School District, students must earn 220 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.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements*		
2008-09**		
Beverly Hills High	BHUSD	California
98.0%	96.8%	78.4%

Graduation Rate Formula:
of Graduates divided by CBEDS 12th Grade Enrollment

*The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published.
**Most current information available.

INSTRUCTIONAL TIME

During the 2009-10 school year, Beverly Hills High School offered 180 full days of instruction. Shortened days throughout the year were held to facilitate final exams, the CAHSEE, and STAR testing. All instructional minutes offered at Beverly Hills High School exceeded state requirements specified in the California Education Code. The state requires students in grades 9-12 to receive a minimum of 64,800 minutes of instruction annually; Beverly Hills High School offered 65,802 minutes of instruction for the 2009-10 school year.

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.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	3	3

During the 2009-10 school year, Beverly Hills Unified School District offered three staff development days, which focused on common assessments and how best to utilize these assessments to monitor student progress (grades K-12). A portion of training activities were led by administrators and educational consultants at school sites and at articulation meetings held in various locations throughout the district. Teachers on Special Assignment specializing in mathematics worked with classroom teachers in K-8 in a coaching model along with Teachers on Special Assignment who served as BTSA Support Providers and facilitators of professional development sessions. District-sponsored workshops offered during the 2009-10 school year included:

- Differentiation Training (6-12)
- Corrective Reading (6-12)
- Instructional Strategies (6-12)
- Brain Research (9-12)

A portion of staff development days were allocated to meet site-based needs and held at each of the school sites. Beverly Hills High School used two of its site-based staff development days to focus on common assessments and student engagement. Once a month, the school's 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.

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 2009-10 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 26, 2010, 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 #2010-2011-013 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.

District Adopted Textbooks (Grades 9-12)

Year	Adopted Publisher	Series
Math		
2000	Glencoe	<i>Pre-Algebra, Algebra</i>
2006	McDougal Littell	<i>Algebra II</i>
2007	Glencoe	<i>Basic Geometry</i>
2002	Glencoe	<i>Geometry</i>
1996	Glencoe	<i>Math Applications & Connections</i>
Language Arts		
1999	Harcourt	<i>Adventures in American Literature</i>
1996	Scott Foresman	<i>Literature and Integrated Studies</i>
1997	Heinle & Heinle	<i>Voices in Literature</i>
2007	Holt	<i>Mastering the California Standards in English - Language Arts (Courses 3 to 6)</i>
2007	Pearson AGS Globe	<i>Exploring Literature, British Literature, American Literature, World Literature</i>
Science		
2007	McDougal Littell	<i>Biology</i>
1996	Glencoe	<i>Life Science, Physical Science</i>
Social Science		
2007	Glencoe/McGraw Hill	<i>American Government: Democracy in Action</i>
1999	Houghton Mifflin	<i>The American Pageant</i>
2003	Pearson/Prentice Hall	<i>Civics Participating in Government</i>
1994	Glencoe	<i>Economics</i>
2006	AGS Publishing	<i>US History (EL)</i>
1998	Prentice Hall	<i>World History Connections to Today</i>
Foreign Language		
2004	Glencoe McGraw-Hill	<i>Spanish: Buen Viaje</i>
2004	Gozlan's Sefer Israel	<i>Hebrew: Hebrew 1 Ivrit Esre</i>
2004	Gozlan's Sefer Israel	<i>Hebrew 3-4 and 5-6 from Scratch</i>
2005	Pearson/Prentice Hall	<i>Latin: Ecce Romani</i>
2004	Glencoe McGraw-Hill	<i>French: Bon Voyage</i>

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2009-10 and 2010-11 school years, 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 and meets once a month. The SSC is responsible for reviewing and approving the school site plan, the

school safety plan, and annual budget. Council members serve as a liaison between the school and community.

SPECIALIZED INSTRUCTION

All curriculum and instruction is 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. 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 in 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 (i.e. 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.

Students who have been recognized as high achievers by their teachers and through GATE (Gifted and Talented Education) testing are placed in honors or advanced placement courses. Students are invited to participate in district-sponsored educational field trips and GATE workshops held after school and on weekends.

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. A recommendation for student participation in one or more of Beverly Hills High School's intervention programs typically 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
- CIF lunch tutoring: provided through in the library at lunch time Monday through Friday
- Teacher tutoring: during block schedule on Wednesday mornings and during Intervention Periods
- 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
- Transition Program: eighth grade graduates are invited to an Intro to High School course held during the summer before they enter the ninth grade at Beverly Hills High School. The course serves as a transitional intervention to help prepare students for overall success in the secondary program
- "Every 15 Minutes": program where students experience

a simulated drunk driving tragedy on campus and discuss the ramifications. For more information visit <http://www.every15minutes.com>

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Beverly Hills High School recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, the school employed 112 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.

The table below 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/>.

SUPPORT SERVICES STAFF

Beverly Hills 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. The school resource officer meets with students throughout the school year to explain ways to resist peer pressure and live productive drug and violence-free lives. 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, 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.

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.

Counselors & Support Personnel (Nonteaching Professional Staff)

2009-10

	No. of Staff	FTE	Average Number of Students per Counselor
Academic Counselors	8	8.0	275.1
ROP/Career Counselor	1	1.0	
Intervention Counselor	1	1.0	
Campus Security	4	4.0	
Resource Officer	1	1.0	
Psychologist	2	1.5	
School Nurse	1	0.5	
Health Clerk	1	0.8	
Occupational Therapist	1	As needed	
Adaptive PE Specialist	1	0.5	
Speech & Language Therapist	1	As needed	

FTE = Full-Time Equivalent

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).

***Enrollment In and Completion of UC/CSU-Required Courses**

2008-09*

	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	85.71
Graduates Who Completed All Courses Required for UC/CSE Admission	55.6

*Most current data available.

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>.

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/>.

Participation 2009-10

	No. of Courses Offered	% of Students in AP Courses
English	2	19.31%
Fine & Performing Arts	2	2.09%
Foreign Language	2	2.00%
Math	3	6.50%
Science	4	10.63%
Social Science	4	14.49%
All Courses	17	55.02%

ADVANCED PLACEMENT

In 2009-10, 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.

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.

Career Technical Education

2009-10

ROP Steering Committee Representative: Steve Rappaport

ROP/Vocational Education

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

Career Pathways

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

Teacher Credentials & Assignments

	Beverly Hills High				BHUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	110	102	113		303	276	290	
Teachers with Full Credential	105	97	112		298	271	287	
Teachers without Full Credential	5	5	1		5	5	3	
Teachers in Alternative Routes to Certification	5	5	0		5	5	0	
Pre-Internship	0	0	1		0	0	3	
Teachers with Emergency Permits	0	0	0		0	0	0	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	0	0	8		0	0	9	
Teacher Misassignments - Total	0	9	9	0	0	14	13	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	9	9	0	0	14	13	0
Teacher Vacancies	0	1	0	0	0	1	1	0

Percentage of Core Classes:

	Not Taught by	
	Taught by NCLB-Compliant Teachers	NCLB-Compliant Teachers
	2009-10	
Beverly Hills High	98.5	1.5
District Totals		
All Schools	99.3	0.7
High-Poverty Sch.		
Low-Poverty Sch.	99.3	0.7

Teacher Education Levels

	2009-10	
	Beverly Hills High	BHUSD
	%	%
Doctorate	2.7	1.8
Master's Degree plus 30 or more semester hours	34.2	33.6
Master's Degree	25.2	28.9
Bachelor's Degree plus 30 or more semester hours	25.2	25.7
Bachelor's Degree	12.6	10.0
Less than a Bachelor's Degree	0.0	0.0

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 2008-09 school year, Beverly Hills Unified School District spent an average of \$11,147 of total general funds to educate each student (based on 2008-09 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 2008-09		
	BHUSD	State Avg. of Districts in Same Category
Beginning Teacher Salary	\$45,631	\$41,209
Mid-Range Teacher Salary	\$72,110	\$65,228
Highest Teacher Salary	\$85,530	\$83,339
Average Principal Salary		
Elementary School	\$124,577	\$103,189
High School	\$135,750	\$119,247
Superintendent Salary	\$231,668	\$179,589
Percentage of General Funds Expenditures For:		
Percent of Budget for Teacher Salaries	42.70 %	40.70 %
Percent of Budget for Administrative Salaries	4.50 %	5.90 %

Current Expense of Education per Pupil 2008-09

Expenditures Per Pupil	Beverly Hills High	BHUSD	% Difference - School & District	State Avg. for Districts of Same Size & Type	% Difference - School & State
Total Restricted and Unrestricted	\$6,320	\$6,705	94.3%	N/A	N/A
Restricted (Supplemental)	\$153	\$267	57.2%	N/A	N/A
Unrestricted (Basic)	\$6,167	\$6,437	95.8%	\$5,681	108.6%
Average Teacher Salary	\$73,590	\$71,881	102.4%	\$65,389	112.5%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received categorical, special education, and support programs, including but not limited to:

- Arts and Music Block Grant
- Department of Rehabilitation
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- Education Technology
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Peer Assistance & Review Program for Teachers
- Professional Development Block Grant
- Pupil Retention Block Grant
- School and Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Supplemental School Counseling Program
- Teacher Credentialing Block Grant
- Title I, II, III, IV, & V
- Tobacco-Use Prevention Education
- Vocational Programs