

# Beverly Hills Unified School District



**BEVERLY HILLS**  
UNIFIED SCHOOL DISTRICT  
EDUCATION REIMAGINED

# Beverly Hills High School



## 2019-20 Annual School Accountability Report Card

A Report of 2019-20 Activity Published in January 2021

### Beverly Hills High School

Grades 9-12  
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*This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites in March 2020 for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.*

### Principal's Message

Welcome to Beverly 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 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. Beverly Hills High is extremely proud to report that during the 2018-19 WASC visit, BHHS was awarded a six-year accreditation with a two-day mid-cycle review.

Even during the difficult times of COVID-19 and home learning, Beverly Hills High School has remained committed to providing comprehensive and challenging college-preparatory learning for all students. During the pandemic, our teachers have committed to instructing and interacting with students for the entire school day. As much as possible, teachers have not made drastic changes to scope and sequence, although each teacher has had to adjust to the virtual and digital environment we are learning in. In fact, Beverly Hills High School has managed to meet the COVID challenge head on by designing a new block schedule, providing teachers with time for office hours, designing new ways to support students emotionally in and out of the classroom, and designing virtual experiences for ASB, performing arts, senior events and even graduation. COVID has changed some of what we do, but we have not allowed it to change who we are.

### District Description

Beverly Hills Unified School District is located in the western portion of Los Angeles, just below the Santa Monica mountains and next door to West Hollywood. Almost 4,000 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of three elementary schools, one middle school, one comprehensive high school, and one continuation high school.

### District Mission and Vision

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

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

### School Description

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 2019-20 school year, Beverly Hills High School served 1,298 students in grades 9-12. Student enrollment included 11.6% receiving special education services, 2.7% qualifying for English Learner support, 0.2% homeless youth and 19% 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.

Student Enrollment by Student Group and Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	3.2%	Grade 9	302
American Indian or Alaskan Native	0.3%	Grade 10	315
Asian	10.7%	Grade 11	352
Filipino	1.0%	Grade 12	329
Hawaiian or Pacific Islander	0.2%		
Hispanic or Latino	9.8%		
White	70.3%		
Two or More Races	3.5%		
Socioeconomically Disadvantaged	19.0%		
English Learners	2.7%		
Students with Disabilities	11.6%		
Homeless	0.2%	Total	
Foster Youth	0.2%	Enrollment	1,298

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. Classes meet five times a week for 53 minutes per period. Service-learning is an integral part of the high school's standard curriculum and a regular component of class lessons and projects.

As referenced in the Principal's message, some aspects of school life have changed as a result of COVID and the resulting learning that is taking place remotely. For example, students have 90 minute block periods on Monday, Tuesday, Thursday, and Friday with 55-minute periods on Wednesday. The change to a block schedule provided teachers with 180 additional minutes of

preparation time, 90 minutes of professional development time, and 90 minutes of office hours every two weeks. The additional three hours of professional development time each month help district and site administrators provide constant support for technological needs, instructional strategies, and best-practices for assessment, especially tailored for distance learning. In fact, Beverly Hills High School was ready to succeed during COVID-19 because of a dynamic team of educators, a supportive community, and a fortuitously timed technology plan that had all students and teachers already provided with 1:1 laptops in the first semester of the 2020 year. This technology initiative included two i4 technology coaches at the high school who supported teachers and provided an environment where staff could embrace the challenges of distance learning to provide an educational outcome for students that mirrored any "normal" educational year.

## Local Control Accountability Plan (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

## Parent Involvement

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, Coffee with the Counselors, College Night, Freshman Orientation, and Homecoming. School Site Council, PTSA (Parent Teacher Student Association), and the WASC Committee provide opportunities for parents to have input on curricular programs and financial planning.

The BHHS PTSA is an enthusiastic advocate for students and public education, and is devoted to enhancing the entire BHHS school community of students, staff, parents, and administrators.

Be Informed and Involved!

- Sign up for our PTSA Newsletter at [bhhs.bhusd](mailto:bhhs.bhusd)
- Attend our Meetings

The BHHS PTSA also provides comprehensive support and enrichment for all of our students'

### California Assessment of Student Performance and Progress Test Results in Science All Students

#### Percentage of Students Meeting or Exceeding the State Standards

	Beverly Hills High		BHUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
Science (Grades 5, 8, & 10)	40	N/A	46	N/A	30	N/A

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standards

	Beverly Hills High		BHUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
English-Language Arts/Literacy	68	N/A	75	N/A	48	N/A
Mathematics	61	N/A	65	N/A	37	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3 Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA & Mathematics by Student Group (Grades 11) 2019-20

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

educational experiences. We need every family to participate.

Beverly Hills High School is also supported by a community organization called the Beverly Hills Education Foundation (BHEF). This fundraising organization supports vital programs like AP testing, library materials, student activities, the college counselor, and many more. Visit [www.bhef.org](http://www.bhef.org) for more information.

School-to-home communication takes place in a variety of formats. The Beverly Buzz 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 <http://bhhs.bhusd.org> for general information about the school, staff email, activities, homework, daily bulletins, schedules, and current school news. The high school utilizes Google Classroom to support virtual classroom environments and Aeries for gradebooks, parent communication, and parent/student apps. All teachers and students have access to the Google Suite, including Gmail, Google Docs, and Google Classroom. In general, the GSuite is the tool for teachers to communicate with students, and Google Classroom is where teachers create a virtual classroom, an assignment calendar, and resources for their unique classrooms. Aeries Student Information System is the district-wide tool used to keep student records and communicate with all high school stakeholders.

## Student Achievement

### 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/>.

#### California Physical Fitness Test Results 2019-20

Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	N/A	N/A	N/A

Note: Cells with N/A values do not require data as the 2019-20 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

## California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

Unfortunately, BHHS, like all California high schools, could not deploy the CAASPP in the 2019-2020 school year. However, Beverly Hills High School's math and English departments did regularly utilize the CAASPP Interim Assessment Blocks (IAB's) to provide data on student progress. These IAB's were not limited to juniors who typically take the CAASPP, but were administered to students in lower grades, in order for teachers to leverage longitudinal data to inform instruction and address areas of growth.

## 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 four-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 BH Bond

In June 2019, the Beverly Hills community approved a \$385 million general obligation bond (Measure BH) to continue the modernization and safety-related upgrades of Beverly Hills Unified School District's elementary, middle and high school facilities that began as a result of Measure E. This bond will finish out the work identified in that bond project and allow the opportunity to start new work that the Measure E bond was unable to fund.

### 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. The "Measure E Construction Activities" in progress are as follows:

- B1-B2 Modernization (Roofing, brock restoration, metal stud framing, exterior window retrofit, HVAC rough in, electrical rough in, fire spring rough in and plumbing rough in in process). Construction is 57% complete and on schedule.
- B3-B4 Modernization (PGMP #1: Demolition and abatement phase is 87% complete and on schedule; PGMP #2: Subcontractor bidding for all structural trades has been completed, and PGMP #2 is being prepared by the contractor for submission and Board approval in January 2020.
- Building C/Aquatic Center (Final design and DSA resubmission pending MTA issue).
- Site Modernization (South 1/2 of campus in design development).

### 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 December 1, 2020. 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.

The School Facilities & Safety section of the SARC is based on the Office of Public School Construction (OPSC) Facility Inspection Tool (FIT). The FIT uses specific criteria for a visual inspection, and is not based on exhaustive structural analyses.

### 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

#### Campus Description

	Quantity
Year Built	1927
Acreage	26.1
Bldg. Square Footage	287054
# of Permanent Classrooms	99
# of Portable Classrooms	0
# of Restrooms (student use)	12
All Gender Restrooms	3
Administrative Offices	3
Computer Lab	5
Art Rooms	5
Basketball Courts	7
Ceramics Room	1
College & Career Center	1
EDC/Cherney (Lecture Halls/MPR)	1
Dance Studio	1
Football Stadium, Lacrosse & Soccer Playing Fields	1
Graphic Design Studio	1
Intervention Counseling Svcs Ctr	1 (5 Rooms)
Journalism Lab	1
Audio Production Studio	1
Media Center (KBEV)/TV Studio	1
Photo Studio	1
Salter Family Theater	1
Student Cafeteria	1
Swim Gym w/Retractable Floor	1
Robotics Workroom	1
Weight Rooms	2
Library	1
Student Store	1

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; two full-time day custodians, seven 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. The administration and the lead custodian communicate daily via two-way radio, cell phone and email 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. Custodians 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.

## 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 5:00 a.m. and extending through 10:30 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 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 with security when they enter the school.

## 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 November 2020.

## Classroom Environment

### 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.

### Class Size

The Average Class Size & 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 1-22 students, 23-32 students, and 33 or more students.

## Dropouts & Graduates

Beverly Hills High School had ten or less dropouts recorded for the 2018-19 school year; therefore, a definite number is not shown. 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, SST, College Center, College Recruitment Center, 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 supportive classes for students struggling with math, which include algebra intervention classes. Student volunteers offer peer tutoring twice a week. Beverly Hills High School supports tutoring Monday-Thursday in the library from 3:00-4:00pm. All library tutors are certificated members of Beverly Hills High School staff. Norman Aide also offers small group counseling to address academic and social concerns interfering with the learning process.

To earn a diploma from the Beverly Hills Unified School District, students must earn 230 course credits. For the class of 2024 and beyond, students must earn 235 credits including a financial literacy course as well. 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.

In the Dropout & Graduation Rates table in this report, 2018-19 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/>.

### Average Class Size and Class Size Distribution

Subject	Average Class Size	2017-18		
		1-22	23-32	33+
English	20	36	39	0
Math	21	29	32	5
Science	19	31	29	0
Social Science	19	35	33	0
2018-19				
English	20	39	33	1
Math	21	27	33	2
Science	20	24	28	0
Social Science	20	30	27	2
2019-20				
English	17	57	25	4
Math	19	43	25	3
Science	18	30	26	0
Social Science	14	51	20	0

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

### Dropout and Graduation Rates (Four-Year Cohort Rate)

	Beverly Hills High		
	16-17	17-18	18-19
Dropout Rate (%)	0.8	1.1	1.4
Graduation Rate (%)	95.1	96.3	92.8
BHUSD			
Dropout Rate (%)	1	1.5	2.1
Graduation Rate (%)	94.9	-	92.2
CA			
Dropout Rate (%)	9.1	9.6	9
Graduation Rate (%)	82.7	-	84.5

Note: For the formula to calculate the 2016-17 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

School Facility Good Repair Status		Repair Status
Item Inspected	Good	Fair
Inspection Date:	December 1, 2020	
Systems	✓	<p>A-361 - Dirty vents: Boys RR, A-Girls RR - Vent cover is missing; Girls RR - Dirty vent; Boys RR - Exhaust fan is not working</p>
Interior Surfaces	✓	<p>Admin - Ceiling tiles have water stains, ceiling tile is loose, formica is chipping on secretary station; Supplies - Ceiling tile has a water stain (hallway); A-218 N-Conference - Water damage to window sill; 218 A-Admin - Ceiling tile has water stains, ceiling tile is loose; A-217 - Ceiling tile has water stains; A-294 - Ceiling tile has a water stain; A-296 - Ceiling tiles have water stains, holes in wall; A-298 - Ceiling tiles have water stains, floor tiles are broken; A-290 - Rubber molding is missing; A-252 - Ceiling tiles have water stains, ceiling tiles are missing, floor tiles are broken; A-255 - Ceiling tiles have water stains, formica trim is chipping on countertop, hole in wall, rubber molding is missing, floor tile is missing; A-253 - Ceiling tiles have water stains, floor tiles are missing, rubber molding is missing, hole in wall (also in hallway); formica is chipping on countertop; A-253 B - Ceiling tiles have water stains; A-251 - Ceiling tiles have water stains, flooring has holes; Womens RR - Rubber molding is missing; A-262 - Ceiling tiles have water stains, ceiling tiles have holes, rubber molding is missing, floor tile is broken; A-259 - Floor tile is broken; A-265, A-267 English Office - Ceiling tiles have water stains; A-265 - Ceiling tile has a water stain; A-269 - Ceiling tiles have water stains, ceiling tile is missing; A-271 - Rubber molding is loose and missing, floor tile is broken, water damage to wall; A-273 - Ceiling tiles have water stains, water damage to wall, ceiling tile is missing (hallway); A-275 - Ceiling tiles have water stains, water damage to wall; Electrical - Water damage to ceiling, ceiling tiles have water stains (hallway); A-279 - Ceiling tiles have water stains, water damage to wall, rubber molding is missing; A-283 - Wood paneling is torn on counter; A-285 - Ceiling tile has a hole, formica trim is missing on countertop, rubber molding is missing; A-284 - Water damage to wall; A-286 - Ceiling tiles have water stains, rubber molding is missing; A-104-Custodial - Ceiling tiles are missing (hallway); A-288 C - Rubber molding is loose; A-288 E - Ceiling tiles have water stains; A-283 ABB - Ceiling tiles have water stains; A-293 F-Conference Room - Ceiling tile has a water stain; A-293 G - Ceiling tile is broken; A-293 F/Workroom - Floor tiles are missing; A-388/Lounge - Ceiling tile is loose (stairwell); A-386 - Ceiling tile has a hole; A-384 - Floor tiles are broken; A-382, A-379H - Ceiling tile has a hole; A-379A - Ceiling tile is broken, ceiling tile has a hole; A-373 - Ceiling tile has a hole, ceiling tile is broken; A-371, A-367 - Rubber molding is missing; A-369 - Ceiling tile is broken; Womens RR - Ceiling tile has a water stain, rubber molding is missing, old mirror brackets are rusted and creating an injury hazard wall tiles are broken; Mens RR - Stall partition is broken (stall door is unable to be secured); A-361 - Ceiling tile had a water stain; A-359 - Ceiling tiles are missing (also in hallway); A-356/Book Room - Ceiling tile is broken; Dining Room - Ceiling tiles and T-bar are loose; Computer Lab (A-191D) - Ceiling tile has a water stain, flooring is bubbling (at teachers desk); A-191 - Ceiling tile is broken; A-193 - Ceiling tiles have water stains, floor tile trim is missing; A-194 - Ceiling tiles are missing (hallway); A-Girls RR - Ceiling tiles have water stains; A-Boys RR - Ceiling tile has a water stain, ceiling tile is missing; L-111, L-104 - Wall paper is torn (hallway); Girls RR - Mirror bracket is creating an injury hazard; L-211 - Cabinet hinge is loose; Faculty Workroom - Ceiling tile has a hole; Boys RR - Mirror bracket is broken; L-412 - Hole in wall; V-33 - Carpet is torn; V-33 - Ceiling tile is loose; V-32 - Ceiling tile is torn; V-31 - Ceiling tile is torn; V-29 - Ceiling tile is missing; Boys RR - Formica flooring is chipping (hallway); Mens RR - Womens RR - Linoleum flooring is lifting; V-218 - Ceiling tile has a water stain, carpet is torn; V-27A - Ceiling tiles have water stains; V-15 - Carpet is torn; V-17 - Formica trim is missing on countertop; Boys RR - Ceiling tiles are missing; Girls RR - Linoleum flooring is lifting and loose; Boys RR - Formica flooring is chipping; Girls RR - Stall door is broken; V-24 - Ceiling tiles are missing; V-1 - Ceiling tile has a hole; V-01C - Carpet is torn</p>
Cleanliness	✓	<p>A-252, A-253, A-251, L-316 - Unsecured items are stored too high; Mens RR - Flooring is very dirty; Mens RR - Deficiency noted; L-405 - Unsecured items are stored too high, stool is used to keep projector screen down is creating an injury hazard</p>
Electrical	✓	<p>Admin - One light panel is out (hallway), one light diffuser is broken (hallway); Admin Assistant - One light panel is out, multiple light bulbs are out; 216 A/Admin - Three can outlets are out, one can light fixture is loose; 216 E - Extension cord is being permanently used; Womens RR - Outlet is out; A-294 - Ethernet cover is missing, ethernet/electrical cover is loose exposing live wires, one light panel is out, cords creating trip hazards; A-296 - Multiple light bulbs are out, one light fixture is out; A-298 - Multiple light fixtures flicker, one light fixture is out; A-252 - One light diffuser is missing (hallway), one light panel is out; A-255 - Electrical cover is missing; A-253 A - Clock is missing exposing wires; A-251 - Three light panels are out, surge protector is daisy chained creating a trip hazard, electrical cover is missing; Mens RR - One light diffuser is missing (hallway), light switch is melted; A-260 C/Custodial - One light panel is out (hallway), one light diffuser is missing (hallway); Storage - Three light diffusers are missing, access to electrical panel is blocked; A-263 - Extension cord and surge protector are daisy chained; A-12A/Custodial - One light diffuser is broken (hallway/leaves); Office - One light diffuser is missing; A-269 - Multiple light bulbs are out; A-275 - One light diffuser is missing (hallway); Electrical - One light diffuser is missing (hallway), switch plate is broken; A-279 - Multiple light bulbs are out; A-255 - One light panel is out, outlet cover is missing; Womens RR - One light panel is out; A-104A/Custodial - One light diffuser has water stain (hallway); A-288 C - Extension cord and surge protector are daisy chained; A-290 - One light panel is out (hallway), light diffuser is missing (hallway); Office - Electrical cover is missing; A-293/Library - Two light panels are out, one light panel is out (hallway), one light diffuser is missing (hallway), extension cord and surge protector are daisy chained; A-384 - Extension cord is being permanently used; A-379G - Clock is missing; A-376 - Clock is missing exposing wires, electrical cover is missing exposing wires; Womens RR - Hand dryer has no power; A-363/Lounge - Three light panels are out, cords are creating trip hazards; A-361 - Electrical covers are missing, piece of conduit is missing exposing live wires, two light panels are out, electrical cover is broken, two hood bulbs are out; A-359 - One light panel is out; A-356/Book Room - Multiple light bulbs are out, clock is missing; Dining Room - Three light panels are out; Girls RR - Computer Lab (A-191D) - One light panel is out; A-353D/Kitchen - Fridge thermostat cover is missing, multiple light panels are out; Serving Area - Multiple light panels are out, light diffuser is loose, electrical cover is missing in floor; A-193 - Light diffuser is missing (hallway), extension cord and surge protector are daisy chained; A-Girls RR - Two light diffusers are missing; L-121 - Multiple light bulbs are out; L-122 - Overhead projector is loose; L-116 - Multiple light bulbs are out; Girls RR - Two light panels are out, one can light is out; Boys RR - Light diffusers are missing; Mens RR - Hand dryer has no power, light diffuser is missing; L-105 - Two light panels are out; L-102 - Multiple can lights are out (hallway); L-204 - Outlet cover is missing; All Gender RR - Light diffuser is missing; Womens RR - Light diffuser is broken; Boys RR - One light panel is out; Boys RR - Multiple light panels are out; Girls RR - One light panel is out; L-311 - One switch is loose; L-404 - Multiple can lights are out (hallway); Faculty Workroom - Clock is missing; Womens RR - Hand dryer has no power; Boys RR - Two light panels are out; Girls RR - One light panel is out; L-415 - Switch plate is broken; V-33E - Electrical cover is missing; V-30 - Ethernet covers are loose; V-29 - Access to electrical panel is blocked; V-28 - Cord is creating a trip hazard, ethernet cover and box are loose; Boys RR - Light switch is melted; V-27B - Electrical cover is missing; V-15 - Electrical cover is missing; V-16 - Extension cord and surge protector are daisy chained creating a trip hazard; Boys RR - One light diffuser is missing; V-19, V-20 - Extension cord and surge protector are daisy chained; V-21 - One light panel is out, outlet cover is missing; V-22 - Outlet cover is missing, ethernet cover and box is loose; V-23 - Cord is creating a trip hazard; V-24 - Outlet cover is missing; V-03 - Outlet cover is missing, outlet cover is broken; V-01A - Electrical cover is missing; V-01B - Ethernet cover is loose, electrical cover is missing</p>
Restrooms/Fountains	✓	<p>A-252, A-255, A-262 - Faucets leak at handles; A-251 - Deficiency noted; Womens RR - One faucet has a low flow; Mens RR - Faucet has a drip; A-259 - Faucet leaks at fitting, sink basin is rusted; A-293 F/Workroom - Faucet leaks at handle; Mens RR - One faucet has a drip; Girls RR - One toilet is loose at the base, five toilet seats are broken; Boys RR - One urinal is not flushing; A-361 - Sink leaks at drain, one faucet leaks at fitting, one faucet has a hammer effect, one faucet has a low flow; Boys RR - One faucet has a drip; A-191 - Drinking fountain has a high flow; A-Boys RR - Faucets have a drip; Girls RR - One faucet has a low flow; L-202 - One sink is not draining properly; Boys RR, Girls RR - Faucets have low flows; V-18 - Drinking fountain has a high flow</p>
Safety	✓	<p>A-218 C/Workroom; A-361 - Paint is peeling on window sill; Assistant Principal, Womens RR; A-294, Womens RR; A-271, A-290, A-386, A-371 - Paint is peeling on interior wall; Storage - Access to fire extinguisher is blocked; A-288 C - Plug in candle warmer; A-293 C/Office; A-293 G, A-293 F/Workroom - Plug in air freshener; V-33 - Multiple burned candles in room; Boys RR - Paint is peeling on eaves; V-19 - Paint is peeling on gutter; V-23 - Fire horn and strobe light are covered; V-4 - Plug in air freshener, pesticides are present; V-3 - Two plug in air fresheners</p>
Structural	✓	<p>Supplies, Girls RR - Crack in wall (hallway); A-18A/Electrical - Cracks in ceiling; A-250, A-293/Library, A-384, L-105, L-212, L-311, L-312, L-315, L-316 - Crack in wall; A-255 - Large cracks in wall; Storage - Water damage and large cracks in ceiling; A-388/Lounge - Large cracks in wall (stairwell); L-104 - Cracks in wall; V-27A, V-25 - Dry rot on eaves</p>
External	✓	<p>A-255, Womens RR - Threshold is missing; A-253 A - Door window is broken; A-283 - Window is broken creating a sharp edge creating an injury hazard; A-293/Library - Door handle is missing; Girls RR - Door handle covering is missing; Mens RR - V-16 - Ramp is rusted; V-14 - Trip hazard on walkway; V-28 - Window screen is missing; V-5 - Trip hazard (dip) on walkway</p>
Overall Summary of School Facility Good Repair Status		
Overall Summary	Exemplary	Good
Percentage Description Rating:		Fair
Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.		

### Suspensions and Expulsions

	Beverly Hills High			BHUSD			CA		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Suspensions	3.90%	3.90%	4.31%	3.90%	4.40%	3.14%	3.50%	3.50%	-
Expulsions	0.00%	0.10%	0.00%	0.00%	0.10%	0.00%	0.08%	0.10%	-

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

## Discipline & Climate for Learning

Beverly Hills High School provides a supportive, 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 positive behaviors. These goals for students are founded in a firm commitment to Positive Behavior Interventions and Support (PBIS).

The initial work with PBIS is a shift in adult behavior to initiate more positive engagement and communication to enhance relationships (staff to staff and staff to student). The goal is a shift away from punitive discipline and negative communication as a primary means, absent other means of correction and behavioral interventions. PBIS is a preventative framework that will work to diminish punitive discipline over time. It will thereby enhance student outcomes and experiences. It is not a sprint but a marathon. The change begins with staff. The benefits of implementation with fidelity have and will continue to yield positive results for our common focus, our students.

This program is supported by a partnership with the Maple Counseling Center which works with Beverly Hills High students in various grade levels. 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. 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.

When punitive discipline is necessary, BHHS utilizes a system of progressive disciplinary measures that begin in the classroom when students are disruptive or demonstrating poor citizenship in the classroom. After multiple tiered interventions, students who continue to make poor choices in conduct may be referred to an assistant principal for appropriate next steps which may include disciplinary steps but will also include positive support.

Beverly Hills High School's schoolwide recognition programs reinforce good citizenship and academic effort. Students are recognized for their unique accomplishment in our weekly televised school newscast, Norman Update, and board meetings; achievements are posted on public bulletin boards and in display cases on campus. Students have the opportunity to join CSF, the National Honor Society, and be recognized on the Principal's Honor Roll. 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.

Beverly Hills High School also has a unique program called Norman Aide that supports students socially and emotionally. Each month Norman Aide sponsors programs, curriculum, and assemblies that offer support to students, parents, and staff.

## Curriculum & Instruction

### Staff Development

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

Beverly Hills High School offers professional development to support specific needs of both teachers and students. Training during the 2019-20 school year consisted of the following topics:

- Common Assessments / Assessment Best Practices
- EL Support
- PBIS / Intervention Strategies
- Technological Innovation

During the 2018-19, 2019-20, and 2020-21 school years, Beverly Hills Unified School District offered professional 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 included the following topics:

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

Year	Days
2018-19	3 days
2019-20	3 days
2020-21	3 days

- The Basics of Mindfulness for Self-Care and Stress Management
- Social & Emotional Learning
- Cognitive Guided Instruction
- Google Basics & Learning Management System
- Aeries Gradebook / Communications
- Google Classroom / G-Suite
- Positive Behavior Intervention & Supports (PBIS)
- Aeries Gradebook / Communications
- Goalbook Pathway & Goalbook Toolkit
- Google Classroom / G-Suite
- Instructional Technology: Kami, Screencastify, Flocabulary, Nearpod, Listenwise, and SeeSaw
- Positive Behavior Intervention & Supports (PBIS)
- Zoom

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. California Teacher Induction Program (CTIP), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. New Teacher Orientation is provided over a two-day period at the beginning of the school year for all teachers who are new to the Beverly Hills Unified School District; training sessions provide an overview of general policies and practices;

curriculum and instruction; and technology based tools. The Peer Assistance and Review program is designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers.

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

### Instructional Materials

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

On September 22, 2020, 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 #2020-2021-013 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.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2020-21 school year, all students enrolled in elective classes were provided with a textbook or supplemental materials to use in class and to take home. These materials are in alignment with the California State Standards.

### School Leadership

Leadership at Beverly Hills High School is a responsibility shared among school administrators, instructional staff, students, 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 specific role: Assistant Principal of Operations (APO), Assistant Principal of Instruction (API), or Assistant Principal of Student Services (APSS). Student guidance is shared among instructional staff, counselors, and assistant principals.

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

Textbooks			Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Year Adopted	From Most Recent State Adoption?	Publisher and Series	
Reading/Language Arts			
1999	*	Harcourt - Adventures in American Literature & Adventure in English Literature	0%
1996	*	Scott Foresman - Literature and Integrated Studies	0%
1997	*	Heinle & Heinle - Voices in Literature	0%
2007	*	Holt, Rinehart & Winston - Mastering the California Standards in English, Language Arts (Courses 3 to 6)	0%
2007	*	Pearson AGS Globe - Exploring Literature, British Literature, American Literature, World Literature	0%
	*	Harcourt Brace Jovanovich, Inc: Warriner's English Grammar & Composition	0%
1996	*	Jamestown Publishing: English Yes! (EL)	0%
1996	*	Harcourt Brace & Co: Practical English (EL)	0%
1999	*	Globe Fearson: World of Vocabulary (EL)	0%
Math			
1999	*	Scott Foresman Addison Wesley: Calculus, Graphical, Numerical, Algebraic	0%
2006	*	McDougal Littell - Algebra 2	0%
2015	*	Pearson: California Algebra 1 Common Core	0%
2002	*	Glencoe - Geometry	0%
2002	*	Scott Foresman Addison Wesley: Functions, Statistics, Trigonometry	0%
2007	*	Glencoe: Geometry Concepts and Applications	0%
2007	*	College Preparatory Mathematics: Geometry Connections	0%
	*	Glencoe: Math Matters 2	0%
2009	*	W.H. Freeman: The Practice of Statistics	0%
2009	*	Pearson: Pre-Calculus	0%
2009	*	W.H. Freeman: Statistics through Applications	0%
Science			
2007	*	McDougal Littell - Biology	0%
1996	*	Glencoe - Life Science, Physical Science	0%
	*	Pearson: Biology-AP Edition	0%
2013	*	EMC: Biotechnology-Science for the New Millennium	0%
2005	*	Thomson: Chemistry Principles and Reactions (AP)	0%
2007	*	Prentice Hall: Chemistry	0%
1999	*	Addison Wesley: Conceptual Physics	0%
	*	Holt McDougal: Earth Science	0%
	*	Pearson, Benjamin Cummings: Fundamentals of Anatomy & Physiology	0%
	*	McGraw: Good Earth: Introduction to Earth Science	0%
2001	*	Brooks/Cole, Thomson Learning: Living in the Environment	0%
1999	*	Thomson Learning: Physics for Scientists and Engineers	0%
2008	*	Pearson Prentice Hall: Invitation to Psychology	0%
	*	Worth: Psychology for AP	0%
Social Science			
2007	*	Glencoe/McGraw Hill - United States Government: Democracy in Action	0%
1999	*	Houghton Mifflin - The American Pageant	0%
2013	*	Pearson: American Government	0%
1994	*	Glencoe - Economics	0%
2006	*	AGS Publishing - US History (EL)	0%
2005	*	Houghton Mifflin: American Government, 9th Edition	0%
	*	Harper Collins: American People, 3rd Edition	0%
	*	McDougal Littell: Americans Reconstruction to the 21st Century	0%
1995	*	McGraw-Hill Inc.: A History of the Modern World, 8th Edition	0%
	*	Houghton Mifflin: A History of the World Societies, Volume II	0%
2006	*	Houghton Mifflin: Introduction to Comparative Politics	0%
2009	*	McDougal Littell: Modern World History	0%
	*	McDougal Littell: Introduction to Journalism	0%
Foreign Language			
2004	*	Glencoe McGraw Hill - Spanish: Buen Viaje (Levels 1-3)	0%
2004	*	Gozlan's Sefer Israel - Hebrew: Hebrew 1 Ivrit Esre	0%
2004	*	Gozlan's Sefer Israel - Hebrew 3-4 and 5-6 from Scratch	0%
1995	*	Heinle & Heinle Publishers: Connaissances Et Reactions	0%
2004	*	Glencoe McGraw Hill - French: Bon Voyage (Levels 1-3)	0%
2004	*	Glencoe McGraw-Hill: Tresors Du Temps	0%
1995	*	Longman: Une Fois Pour Toutes	0%
2004	*	Glencoe McGraw-Hill: Galeria De Arte Y Vida	0%
2004	*	Glencoe McGraw-Hill: Tesoro Literario	0%

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.

## Specialized Instruction

All curriculum and instruction is aligned to the California State Standards approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Beverly 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 some students (regular education and special education) specifically in mathematics. 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 ELPAC 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. Intervention strategies may include:

- Intervention counselor services: provides personal and emotional 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
- Library 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

During the 2019-20 school year, Beverly Hills High School had 90 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teacher that grade level, subject area, student group, etc.

## Teacher Credentials and Assignments

	Beverly Hills High		
	18-19	19-20	20-21
Total Teachers	92	90	84
Teachers with Full Credential	92	90	84
Teachers without Full Credential	0	0	0
Teaching Outside Subject Area (with full credential)	0	0	0
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	3	3	3
Teacher Vacancies	1	1	0
	BHUSD		
	18-19	19-20	20-21
Total Teachers	272	259	260
Teachers with Full Credential	272	259	260
Teachers without Full Credential	0	0	0
Teaching Outside Subject Area (with full credential)	0	0	0
Misassignments of Teachers of English Learners	1	2	1
Total Teacher Misassignments*	8	12	3
Teacher Vacancies	0	2	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. \*Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

## 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. 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.

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.

## Academic Counselors and Other Support Staff

	2019-20	
	No. of Staff	FTE*
Academic Counselor	6	6.0
ROP Director	1	1.0
Intervention Counselor	1	1.0
Campus Security	6	6.0
Psychologist	2	1.6
School Nurse	1	0.2
Health Clerk	1	1.0
Occupational Therapist	As Needed	
Adaptive PE Specialist	As Needed	
Speech & Language Therapist	1	1.0
Dean of College Admissions	1	1.0
Average Number of Students per Academic Counselor		216.333

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

## College Preparations & Career 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 2018-19	
	%
Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	99.23
Graduates Who Completed All Courses Required for UC/CSU Admission	66.67

### 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 UC Website 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 Website at <http://www.calstate.edu/admission/>.

## Advanced Placement

In 2019-20 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 (AP) Courses 2019-20

	No. of AP Courses Offered*	% of Students in AP Courses
Art	1	N/A
Computer Education	1	N/A
English	2	N/A
Foreign Language	2	N/A
Math	3	N/A
Science	4	N/A
Social Science	5	N/A
Totals	18	29.6%

Note: Cells with N/A values do not require data.

\* Where there are student course enrollments of at least one student.

## Workforce Preparation

Beverly Hills High School's full-time CTE Director 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.

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.

Career Technical Education (CTE) is 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. For more information on career technical programs, 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/>.

## 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 2018-19 school year, Beverly Hills Unified School District spent an average of \$19,759 of total general funds to educate each student (based on 2018-19 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.)

### Career Technical Education Program Participation 2019-20

Total Number of Students Participating in CTE Programs	662
Percentage of Students Completing a CTE Program and Earning a High School Diploma	35.0%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	38.7%

### Teacher and Administrative Salaries 2018-19

	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	57,113	47,145
Mid-Range Teacher Salary	90,255	74,952
Highest Teacher Salary	109,125	96,092
Average Principal Salaries:		
Elementary School	153,180	116,716
Middle School		120,813
High School	176,222	131,905
Superintendent Salary	290,139	192,565
Percentage of Budget For:		
Teacher Salaries	35	31
Administrative Salaries	6	6

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

## SARC Data & Access

### DataQuest

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

### California School Dashboard

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

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Beverly Hills Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in October 2020 and the school facilities section was acquired in December 2020.

### Expenditures Per Pupil and School Site Teachers Salaries 2018-19

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	10,779	N/A	N/A	N/A	N/A
Restricted (Supplemental)	267	N/A	N/A	N/A	N/A
Unrestricted (Basic)	10,512	10,190	103.2%	7,750	135.6%
Average Teacher Salary	99,384	96,651	102.8%	75,706	131.3%

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received categorical, special education, and support programs, including but not limited to:

- Career & Technical Education Program
- Career Technical Education Incentive Grant Program
- Classified School Employee Professional Development Block Grant
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Low-Performing Students Block Grant
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Tobacco-Use Prevention Education