



Beverly Hills Unified School District
 CREATING A WORLD CLASS EDUCATION
BEVERLY HILLS HIGH SCHOOL • HORACE MANN • BEVERLY Vista • HUNTINGWOOD • EL PASO

BEVERLY HILLS HIGH SCHOOL



2014-15 Annual School Accountability Report Card

A Report of 2014-15 Activity Published in January 2016

Beverly Hills High School

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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 were acquired in December 2015 and school facilities documentation referred to in this report were acquired in January 2016.

PRINCIPAL'S MESSAGE

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

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

DISTRICT PROFILE

Beverly Hills Unified School District is located in the western portion of Los Angeles, just below the Santa Monica mountains and next door to West Hollywood. Almost 4,200 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 2014-15 school year, Beverly Hills High School served 1,633 students in grades 9-12. Student enrollment included 11% receiving special education services, 4% qualifying for English Learner support, and 8.3% 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.

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	4.7%	Grade 9	391
American Indian or Alaskan Native	0.1%	Grade 10	392
Asian	12.7%	Grade 11	411
Filipino	1.2%	Grade 12	439
Hawaiian or Pacific Islander	0.2%		
Hispanic or Latino	7.5%		
White (not Hispanic)	72.3%		
Two or More Races	1.3%		
Socioeconomically Disadvantaged	8.3%		
English Learners	4.0%		
Students with Disabilities	11.0%		
Migrant Education		Total	
Foster Youth	0.1%	Enrollment	1,633

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 54 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.

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement – State Priority 3: Covered in Parent Involvement

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CST Results and CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

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
- Attend our Meetings

The BHHS PTSA also provides comprehensive support and enrichment for all of our students' educational experiences. We need every family to participate. Visit our website to check out the Why We Give for highlights of PTSA's support last year.

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 <http://bhhs.bhusd.org> for general information about the school, staff e-mail, activities, homework, daily bulletins, schedules, and current school news. The district sponsors an online student information system that parents may access to obtain their child's current course grades. Many of the students' parents communicate with teachers via e-mail. Blackboard Connect is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home.

STUDENT ACHIEVEMENT

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 2014. Meeting 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. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. 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/.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2014-15		
Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Beverly Hills High	BHUSD
Overall Performance	Yes	Yes
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	Yes	Yes
Attendance Rates	N/A	Yes
AYP Performance Level		
Number of AYP Criteria Met Out of the Total		
Number of Criteria Possible	7/7	16/16

CALIFORNIA STANDARDS TESTS (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. 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.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Test (CST)

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	Beverly Hills High			BHUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	76	81	80	82	82	83	59	61	56

California Standards Test (CST)

Results by Student Subgroup

2014-15

	Percentage of Students Scoring at Proficient and Advanced Levels
BHUSD	83
Beverly Hills High	80
Male	80
Female	81
African American	69
Asian	90
Hispanic or Latino	82
White (not Hispanic)	80
Socioeconomically Disadvantaged	42
English Learners	42
Students with Disabilities	80

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

California High School Exit Exam

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	Beverly Hills High			BHUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
English-Language Arts	80	78	85	80	36	39	57	56	58
Math	81	82	88	81	36	40	60	62	59

California High School Exit Exam Tenth Grade Results by Student Group 2014-15

	English-Language Arts			Math		
	Percentage of Students:			Percentage of Students:		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
BHUSD						
All Students	15	21	64	13	33	54
Beverly Hills High						
All Students	15	21	64	12	33	55
Male	20	24	56	11	31	58
Female	10	17	73	13	35	51
African American	38	3	38	17	58	25
Asian	18	9	3	7	18	75
Hispanic or Latino	18	36	46	18	54	29
White (not Hispanic)	12	22	66	11	1	57
Two or More Races	54	0	46	1	38	31
Socioeconomically Disadvantaged	14	31	55	34	28	38
English Learners	69	19	13	24	47	29
Students with Disabilities	41	44	15	50	33	17

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.

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/pfl/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15

Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	83.2%	69.3%	37.5%

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.

CALIFORNIA HIGH SCHOOL EXIT EXAM

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

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at www.cde.ca.gov/ta/tg/hs/. Note: The CAHSEE, formerly a graduation requirement for students in California public schools, was suspended effective January 1, 2016.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results

**CAASPP Assessment Results Disaggregated by Student Groups
2014-15**

	English Language Arts/Literacy							Mathematics						
				Achievement Level							Achievement Level			
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
	Grade 11							Grade 11						
All Students Tested	415	394	94.9%	15.0%	20.0%	33.0%	30.0%	415	395	95.2%	26.0%	26.0%	25.0%	21.0%
Male	415	198	47.7%	19.0%	18.0%	32.0%	28.0%	415	200	48.2%	26.0%	25.0%	25.0%	23.0%
Female	415	196	47.2%	12.0%	21.0%	33.0%	33.0%	415	195	47.0%	27.0%	27.0%	26.0%	19.0%
African American	415	22	5.3%	18.0%	23.0%	45.0%	14.0%	415	22	5.3%	27.0%	36.0%	32.0%	5.0%
American Indian or Alaskan Native	415	1	0.2%	*	*	*	*	415	1	0.2%	*	*	*	*
Asian	415	59	14.2%	15.0%	15.0%	25.0%	41.0%	415	60	14.5%	13.0%	25.0%	23.0%	37.0%
Filipino	415	1	0.2%	*	*	*	*	415	1	0.2%	*	*	*	*
Hispanic or Latino	415	21	5.1%	14.0%	1.0%	33.0%	24.0%	415	22	5.3%	32.0%	32.0%	27.0%	5.0%
Hawaiian or Pacific Islander	415	3	0.7%	*	*	*	*	415	3	0.7%	*	*	*	*
White (not Hispanic)	415	279	67.2%	15.0%	20.0%	33.0%	30.0%	415	278	67.0%	27.0%	25.0%	25.0%	21.0%
Two or More Races	415	8	1.9%	*	*	0.0%	*	415	8	1.9%	*	*	0.0%	*
Socioeconomically Disadvantaged	415	26	6.3%	31.0%	35.0%	27.0%	8.0%	415	26	6.3%	58.0%	15.0%	12.0%	15.0%
English Learners	415	14	3.4%	50.0%	21.0%	29.0%	0.0%	415	15	3.6%	33.0%	33.0%	7.0%	20.0%
Students with Disabilities	415	30	7.2%	43.0%	33.0%	17.0%	7.0%	415	30	7.2%	70.0%	20.0%	3.0%	7.0%

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded

**California Assessment of Student Performance and Progress
All Students
Percentage of Students Meeting or Exceeding the State Standards
2014-15**

	Beverly Hills High	BHUSD	CA
English-Language Arts/Literacy	63	70	44
Mathematics	46	59	33

Note: Students in grades 3-8 and 11 are given this test. 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.

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 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. During the 2014-15 school year, the high school swim gym scoreboard replacement project was completed, the design development phase was completed for the renovation project, the Board of Education approved initial construction estimates, and the construction document drawing packages along with interim house packages were submitted to the Division of State Architects (DSA) for approval.

comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

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 2014-15, Beverly Hills High School received Title I Targeted Assistance funds and is therefore required to comply with program mandates. Any school receiving Title I funds is

required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

Title I PI Status 2015-16		
	Beverly Hills High	BHUSD
PI Status	In PI	Not in PI
First Year of PI Implementation	2014-15	N/A
Year in PI	Year 1	N/A
# Schools Currently In PI	1	1
% Schools Currently In PI		17%

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

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

Campus Description

Year Built	1927
Acreage	26.1
Bldg. Square Footage	287054
	Quantity
# of Permanent Classrooms	99
# of Portable Classrooms	0
# of Restrooms (student use)	8
Administrative Offices	4
Computer Lab	5
Art Rooms (3)	6
Basketball Courts	7
Ceramics Room	1
College & Career Center	1
EDC/Cherney (Lecture Halls/MPR)	1
Dance Studios	1
Football Stadium	1
Graphic Design Studio	1
Intervention Counseling Svcs Ctr	1
Journalism Lab	1
Lacrosse & Soccer Playing Fields	1
Media Center (KBEV)/TV Studio	1
K.L. Peters Auditorium	1
Photo Studio	1
Planetarium	1
Salter Family Theater	1
Softball Fields	1
Student Cafeteria	1
Swim Gym w/Retractable Floor	1
Vocational Education Shops	1
Weight Rooms	2
Library	1
Student Store	1

FACILITIES INSPECTIONS

Beverly Hills High School works closely with the district's Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Beverly Hills High School took place on January 7, 2016. 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. Under the FIT criteria, all buildings have been rated as either "Good" or "Fair," except three spaces that have already been closed down pending planned upgrades.

Through structural analyses, 14 buildings/spaces have been identified as eligible for State matching funds for seismic mitigation (SMP).

Nine of these are being completed under Measure E, with the remaining five to be completed under a future bond. See table below for status of all buildings.

In addition to the buildings eligible for SMP, other buildings are being either modernized or replaced under Measure E, or a future bond. See table below for status of all buildings.

This is a link of related detailed reports: <https://www.dropbox.com/sh/hcr9azjop5i6gik/AAA8tjVndhcKxkEgeJ7-kNKa?dl=0>

SMP Project	Building(s)	Phase 2/3 Approved by DSA	Submitted to OPSC for Conceptual Approval	Measure E Funding	Status
N/A	BHHS Building A	N/A	N/A	No	Plans completed for modernization for future
64311-53	BHHS Building B1	Yes	Yes	Yes	Construction beginning Summer 2016
64311-42	BHHS Building B2	Yes	Yes	Yes	Construction beginning Summer 2016
64311-45	BHHS Building B2	Yes	Yes	Yes	Construction beginning Summer 2016
64311-44	BHHS Building B3	Yes	Yes	Yes	Architects and engineers currently designing for modernization
64311-43	BHHS Building B4	Yes	Yes	No	Architects and engineers currently designing for modernization
N/A	BHHS Building C (New Building)	N/A	N/A	No	Plans completed for new building for future Bond - to replace Building E
64311-46	BHHS Building E	Yes	Yes	No	To be demolished; plans completed for replacement building for future Bond
64311-47	BHHS Building E	Yes	Yes	No	To be demolished; plans completed for replacement building for future Bond
64311-52	BHHS Building H (Moreno HS)	Yes	Yes	No	To be demolished; currently in planning for replacement options

School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date:	Good	Fair	Poor	
January 7, 2016				
Systems	✓			Missing vent in Classrooms B2-210, B2-232 & E2-702 Coaches Room.
Interior Surfaces	✓			Water damage ceiling tiles in Classrooms A2-205, A2-273, A21-275, A2-279 English, A2-288B Asst. Principal, A2-293G Office, B1-112 Team Teaching, B1-117, B1-120, B1-126, B1-129, B1-173 Boys Robes, B1-180 Little Theatre Lecture, B1-182, B2-213D Office, E-618 First Aid, E-621 Locker Room, E1-617 Team Locker Room, E2-701 boys Wrestling, E2-704, E2-705, H1-101, H1-104 Conference Room, H1-105. Crack in wall & ceiling tile missing in A2-250 Foreign Language. Crack in wall in A2-259 Adult Education/Art. Missing ceiling tile in A2-261 Work Room, A2-263 Classroom & B2-200 Office. Small holes in ceiling tile in A3-369 Classroom. Holes in wall from location phone was used in A3-388 Faculty Lounge. Lobby paint chipping in B-24 Lobby. Crack in wall in B1-109 Text Book Room. Water damage ceiling tile and paint chipping in B1-115A Work Room. Water damage ceiling tile in B1-116 Work Room. Paint chipping in B2-213 Student Center and ASB Office & B2-228 Classroom. Damage floor and water damage ceiling tile in B2-241 Office. Hole in wall in H1-0103 Classroom.
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural			✓	Plaster ceiling which weights too much per square footage which could come down in the event of an earthquake; in B1-134 KL Peters Auditorium. Auditorium closed due to those safety reasons.
External	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

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; 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 e-mail as needed regarding campus cleaning needs and safety concerns. Every morning before school begins, the lead custodian and security officers inspect the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds.

The day custodians are responsible for general upkeep of campus grounds and keeping restrooms, classrooms, offices, cafeteria, and other facilities in an orderly and secure condition. 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 5:30 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, front lawn, and common gathering areas. When students are dismissed at the end of the day, security officers are present to observe students traveling to after school activities or leaving campus in a safe and orderly manner.

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

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in 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 2015.

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. Students are reminded of their obligations to conduct themselves in a responsible, respectful manner throughout the year in school bulletins, morning announcements, assemblies, and class discussions.

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

Beverly Hills High School's schoolwide recognition programs reinforce good citizenship and academic effort. Students are recognized for their unique accomplishment at regularly-held assemblies and board meetings; achievements are posted on public bulletin boards and in display cases on campus. Athletes are recognized for accomplishments at the end of each sports season and at the end 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.

Suspensions and Expulsions									
	Beverly Hills High			BHUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	74	32	38	157	84	90	329,370	279,383	243,603
Expulsions (#)	3	1	2	3	1	2	8,266	6,611	5,692

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

ENRICHMENT ACTIVITIES

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

TEACHING LOADS

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

Teaching Load Distribution Departmentalized Instruction

2012-13				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	23	29	57	0
Math	23	25	53	1
Science	23	25	41	1
History	23	20	44	1
2013-14				
English	22	34	45	1
Math	21	36	39	0
Science	22	25	38	0
History	22	25	40	3
2014-15				
English	22	30	46	0
Math	23	19	47	1
Science	23	19	37	0
History	22	25	36	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.

DROPOUTS

Beverly Hills High School had ten or less dropouts recorded for the 2013-14 school year. Credit completion and course grades are closely monitored regularly by counselors and the school's intervention counselor. Intervention strategies used to promote attendance and reduce dropout rates include: parent conferences, counseling, independent study, peer tutoring, SST, College Center, College Recruitment Center, Title I program for 9th and 10th grade students, 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, which include reading skills intervention class, algebra intervention classes. Volunteers from the Maple Center are accessed for tutoring as well as small group counseling to address academic and social concerns interfering with the learning process.

In the Dropout & Graduation Rates table in this report, 2013-14 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates (Four-Year Cohort Rate)

	Beverly Hills High		
	11-12	12-13	13-14
Dropout Rate (%)	4.7	2.4	2.2
Graduation Rate (%)	94.3	96.5	93.5
BHUSD			
Dropout Rate (%)	5.5	3.3	3
Graduation Rate (%)	92.8	95.0	92.6
CA			
Dropout Rate (%)	13.1	11.4	11.6
Graduation Rate (%)	78.9	80.4	80.8

GRADUATES

To earn a diploma from the Beverly Hills Unified School District, students must earn 230 course credits, 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 previous table illustrates the percentage of students who graduated from Beverly Hills High School having met the district graduation requirements.

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

	2014		
	Beverly Hills High	BHUSD	CA
All Students	91%	79%	-
African American	95%	-	76%
American Indian or Alaskan Native	92%	90%	78%
Asian	100%	100%	93%
Filipino	100%	100%	96%
Hispanic or Latino	36%	38%	81%
Hawaiian or Pacific Islander	88%	6%	84%
White (not Hispanic)	89%	85%	90%
Two or More Races	90%	-	83%
Socioeconomically Disadvantaged	-	89%	81%
English Learners	85%	88%	51%
Students with Disabilities	88%	78%	61%
Migrant Education	0%	0%	0%
Foster Youth	0%	0%	0%

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

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

During the 2014-15 school year, Beverly Hills Unified School District offered three staff development days which focused on assessments and how to best utilize these assessments to monitor student progress (grades K-12). A portion of training activities were led by administrators and educational consultants at school sites and at articulation meetings held in various locations throughout the district. District sponsored workshops offered during the 2014-15 school year included:

- Common Core/Next Generation Science Standards Workshops
- Co-Teaching Strategies
- CPR Training
- Technology Best Practices
- Writers Workshop

Beverly Hills High School offers professional development to support specific needs of both teachers and students. Training during the 2014-15 school year consisted of the following topics:

- Best Practices Presentations
- Common Assessments
- Common Core
- Data Analysis
- Differentiated Instruction
- EL Support
- Intervention Strategies
- JupiterGrades and Technology
- Title I Support

Staff Development Days Three-Year Trend

2012-13	2013-14	2014-15
3	3	3

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 currently being aligned to the Common Core State Standards. 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 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 29, 2015, 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 #2015-2016-005 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 2015-16 school year, all students enrolled in a visual/performing arts class were provided with a textbook or supplemental materials to use in class and to take home. These materials are in alignment with the Common Core State Standards.

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

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
1999	*	Harcourt - Adventures in American Literature & Adventure in English Literature	0%	9-12
1996	*	Scott Foresman - Literature and Integrated Studies	0%	9-12
1997	*	Heinle & Heinle - Voices in Literature	0%	9-12
2007	*	Holt, Rinehart & Winston - Mastering the California Standards in English, Language Arts (Courses 3 to 6)	0%	9-12
2007	*	Pearson AGS Globe - Exploring Literature, British Literature, American Literature, World Literature	0%	9-12
	*	Harcourt Brace Jovanovich, Inc: Warriner's English Grammar & Composition	0%	9-12
1996	*	Jamestown Publishing: English Yes! (EL)	0%	9-12
1996	*	Harcourt Brace & Co: Practical English (EL)	0%	9-12
1999	*	Globe Fearson: World of Vocabulary (EL)	0%	9-12
Math				
1999	*	Scott Foresman Addison Wesley: Calculus, Graphical, Numerical, Algebraic	0%	9-12
2006	*	McDougal Littell - Algebra 2	0%	9-12
2015	*	Pearson: California Algebra 1 Common Core	0%	9-12
2002	*	Glencoe - Geometry	0%	9-12
2002	*	Scott Foresman Addison Wesley: Functions, Statistics, Trigonometry	0%	9-12
2007	*	Glencoe: Geometry Concepts and Applications	0%	9-12
2007	*	College Preparatory Mathematics: Geometry Connections	0%	9-12
	*	Glencoe: Math Matters 2	0%	9-12
2009	*	W.H. Freeman: The Practice of Statistics	0%	9-12
2009	*	Pearson: Pre-Calculus	0%	9-12
2009	*	W.H. Freeman: Statistics through Applications	0%	9-12
Science				
2007	*	McDougal Littell - Biology	0%	9-12
1996	*	Glencoe - Life Science, Physical Science	0%	9-12
	*	Pearson: Biology-AP Edition	0%	9-12
2013	*	EMC: Biotechnology-Science for the New Millennium	0%	9-12
2005	*	Thomson: Chemistry Principles and Reactions (AP)	0%	9-12
2007	*	Prentice Hall: Chemistry	0%	9-12
1999	*	Addison Wesley: Conceptual Physics	0%	9-12
	*	Holt McDougal: Earth Science	0%	9-12
	*	Pearson, Benjamin Cummings: Fundamentals of Anatomy & Physiology	0%	9-12
	*	McGraw: Good Earth: Introduction to Earth Science	0%	9-12
2001	*	Brooks/Cole, Thomson Learning: Living in the Environment	0%	9-12
1999	*	Thomson Learning: Physics for Scientists and Engineers	0%	9-12
2008	*	Pearson Prentice Hall: Invitation to Psychology	0%	9-12
	*	Worth: Psychology for AP	0%	9-12
Social Science				
2007	*	Glencoe/McGraw Hill - United States Government: Democracy in Action	0%	9-12
1999	*	Houghton Mifflin - The American Pageant	0%	9-12
2013	*	Pearson: American Government	0%	9-12
1994	*	Glencoe - Economics	0%	9-12
2006	*	AGS Publishing - US History (EL)	0%	9-12
2005	*	Houghton Mifflin: American Government, 9th Edition	0%	9-12
	*	Harper Collins: American People, 3rd Edition	0%	9-12
	*	McDougal Littell: Americans Reconstruction to the 21st Century	0%	9-12
1995	*	McGraw-Hill Inc.: A History of the Modern World, 8th Edition	0%	9-12
	*	Houghton Mifflin: A History of the World Societies, Volume II	0%	9-12
2006	*	Houghton Mifflin: Introduction to Comparative Politics	0%	9-12
2009	*	McDougal Littell: Modern World History	0%	9-12
	*	McDougal Littell: Introduction to Journalism	0%	9-12
Foreign Language				
2004	*	Glencoe McGraw Hill - Spanish: Buen Viaje (Levels 1-3)	0%	9-12
2004	*	Gozlan's Sefer Israel - Hebrew: Hebrew 1 Ivrit Esre	0%	9-12
2004	*	Gozlan's Sefer Israel - Hebrew 3-4 and 5-6 from Scratch	0%	9-12
1995	*	Heinle & Heinle Publishers: Connaissances Et Reactions	0%	9-12
2004	*	Glencoe McGraw Hill - French: Bon Voyage (Levels 1-3)	0%	9-12
2004	*	Glencoe McGraw-Hill: Tresors Du Temps	0%	9-12
1995	*	Longman: Une Fois Pour Toutes	0%	9-12
2004	*	Glencoe McGraw-Hill: Galeria De Arte Y Vida	0%	9-12
2004	*	Glencoe McGraw-Hill: Tesoro Literario	0%	9-12

Textbook information was obtained from district office personnel in December 2015.

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. During the 2014-15 school year, a Dean of College Admissions was added to our leadership team.

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

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

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the Common Core 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 all students (regular education and special education) in mathematics, science, and English. Each student’s curricular agenda is based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school’s IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and coordinates specially-designed instruction based upon individual academic, social, and/or behavioral needs.

Students identified as English Learners (EL) are placed with a teacher who has been certified by the state to teach English Learners. Teachers use differentiated instruction and SDAIE (Specially Designed Academic Instruction 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 (ie, EL social studies) until they gain increased fluency in understanding the English language. As students increase fluency in the English language, Beverly Hills High School continues to monitor their performance through the CELDT and adjust instruction as needed to ensure continued success.

Beverly Hills High School hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts and math. Title I support in English Language Arts and Math is provided by Title I teachers who are designated to provide targeted assistance to those students who qualify for Title I services. A recommendation for student participation comes from a counselor, the Student Study Team, instructional staff/teachers, or the student’s parent based upon classroom performance or state/district assessment results. Student success through intervention programs is achieved when proficient and/or advanced levels of performance are demonstrated. Intervention strategies may include:

- Intervention counselor services: provides personal and 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
- Maple Center tutoring: after-school tutoring is provided by community volunteers. Parents may contact the center directly to arrange for tutoring sessions

- Choices Program: support program for students who are struggling with drug and alcohol addiction

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Beverly Hills High School recruits and employs the most qualified credentialed teachers. For the 2014-15 school year, the school employed 102 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.

Teacher Credentials and Assignments			
	Beverly Hills High		
	13-14	14-15	15-16
Total Teachers	100	103	107
Teachers with Full Credential	100	102	107
Teachers without Full Credential	0	1	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0
Teacher Misassignments for English Learners	3	3	1
Total Teacher Misassignments*	7	4	1
Teacher Vacancies	0	0	0
	BHUSD		
	13-14	14-15	15-16
Total Teachers	282	296	309
Teachers with Full Credential	282	295	309
Teachers without Full Credential	0	1	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0
Teacher Misassignments for English Learners	4	7	1
Total Teacher Misassignments*	9	9	3
Teacher Vacancies	2	1	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.

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

**NCLB Compliance
Percentage of Classes in Core Academic
Subjects:**

	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
2014-15		
Beverly Hills High	100.0%	
District Totals		
All Schools	99.0%	1.0%
High-Poverty Schools	-	-
Low-Poverty Schools	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

SUPPORT SERVICES STAFF

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

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 and Support Personnel
(Nonteaching Professional Staff)
2014-15**

	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	1.5
School Nurse	1	0.5
Health Clerk	1	1.0
Occupational Therapist	As Needed	
Adaptive PE Specialist	As Needed	
Speech & Language Therapist	As Needed	
Dean of College Admissions	1	1.0
Average Number of Students per Academic Counselor		
		272.167

**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 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 2013-14		%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission		99.8
Graduates Who Completed All Courses Required for UC/CSU Admission		63.7

**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 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 2014-15 Beverly Hills High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

**Advanced Placement Courses Offered and
Student Participation Rates
2014-15**

	No. of Courses Offered	% of Students Enrolled in AP Courses
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	19	30.3%

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

WORKFORCE PREPARATION

Beverly Hills High School's full-time ROP 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.

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

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

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

ROP/Vocational Education 2014-15
Administration of Justice
Advanced Film & Video Production
Culinary Arts
Entrepreneurship
Intro to Marketing
Intro to TV & Radio
Medical Science Academy
Psychology Careers
Retail Marketing
Robotics
Sports Marketing
Sports Medicine
Teachers Assistant
TV Production
Career Pathways 2014-15
Arts AV Technology & Communications
Business Financial Management
Design/Preconstruction
Food & Hospitality Services
Professional Sales & Marketing
Programming & Systems Development
Therapeutic Services

SARC DATA & ACCESS

DATAQUEST

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

Salary Comparison 2013-14		
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	-	40,379
Mid-Range Teacher Salary	74,454	62,323
Highest Teacher Salary	90,020	81,127
Average Principal Salaries:		
Elementary School	118,131	99,192
High School	128,100	112,088
Superintendent Salary	249,000	159,821
Percentage of Budget For:		
Teacher Salaries	35	36
Administrative Salaries	4	6

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

EXPENDITURES PER STUDENT

For the 2013-14 school year, Beverly Hills Unified School District spent an average of \$13,268 of total general funds to educate each student (based on 2013-14 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.)

Current Expense of Education Per Pupil 2013-14

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	9,887	N/A	N/A	N/A	N/A
Restricted (Supplemental)	325	N/A	N/A	N/A	N/A
Unrestricted (Basic)	9,562	8,515	112.3%	5,348	178.8%
Average Teacher Salary	80,253	77,311	103.8%	65,267	123.0%

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 2013-14 school year, the district received categorical, special education, and support programs, including but not limited to:

- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs