



# BEVERLY HILLS HIGH

## 2004-05 Annual School Accountability Report Card

A Report of 2004-05 Activity Published in November 2006

### Beverly Hills High

Grades 9-12

Dan Stepenosky, Principal  
241 Moreno Drive  
Beverly Hills, CA 90212  
(310) 229-3685

### Board of Education

Barry Brucker  
Myra Demeter, Ph.D.  
Myra B. Lurie  
John D. Millan  
Alissa Roston  
Michael Ma (student)

### District Administration

Jeff Hubbard  
Superintendent

JudyAnn Allen-Mendez, Ed.D.  
Assistant Superintendent  
Human Resources

Gary Mortimer  
Assistant Superintendent  
Business Services

Susan Liberati, Ed.D.  
Assistant Superintendent  
Educational Services

### Contents

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

*The statistical information disclosed in this report was obtained from the California Department of Education and the Beverly Hills Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Instructional materials and school facilities information was acquired in November 2006.*

### PRINCIPAL'S MESSAGE

Welcome to Beverly Hills High! The staff, students, parents, and community are all very proud of the tradition of academic excellence at Beverly Hills High School. We are a 1999 and 2003 California Distinguished School, 2000 and 2004 National Blue Ribbon School, New American School, and accredited by the Western Association of Schools and Colleges (WASC). Along with a rich history of academic excellence, Beverly Hills High School as a first-rate athletic program, dance company, theater department, student choir, band, and community service program.

In this report card, we present our progress in fulfilling our responsibility to prepare students for college through a stimulating, standards-based curriculum in a safe and secure setting. Information about the quality of our instructional program and teaching staff will demonstrate our ability to prepare your children for future success.

Together, all of us help can help to make Beverly Hills High a rich, diverse, and inspiring place to be. I welcome your feedback and insights about ways we can continue to improve and to make this school all that it can be.



### DISTRICT & SCHOOL PROFILE

Beverly Hills Unified School District is located in the western portion of Los Angeles, just below the Santa Monica Mountains and next door to West Hollywood. More than 5,200 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.

Located in the central region of the district's boundaries, Beverly Hills High is a college-oriented high school unique in its international population and high achievement. During the 2004-05 school year, Beverly Hills High served 2,205 students in grades 9-12. Student enrollment included 6.7% receiving special education services, 5.9% qualifying for English Language Learner support, and 3.7% qualifying for free or reduced-price lunch. As recipient of prestigious state and national recognition, Beverly Hills High continues its long tradition of academic excellence and its role as a leader in public education.

With over 180 course offerings and 60 electives, Beverly Hills High students experience an extensive and challenging range of studies designed to develop the skills they will need to succeed in college, the workplace, and in life.

Following a traditional calendar schedule, classes meet three times a week for 52 minutes and 92 minutes twice per week on a block schedule. Service learning classes are 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 has three Houses, with guidance provided by an designated group of counselors and an assistant principal. Counselors provide academic and behavioral guidance; the assistant principal monitors student progress, discipline, and attendance.

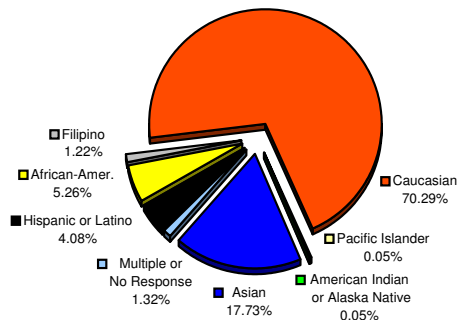
### DISTRICT MISSION

The mission of the Beverly Hills Unified School District, the heart of our city's pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; an exemplary instructional and support team; student-centered active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and joy of learning.

### PARENT INVOLVEMENT

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

Percentage of Students by Ethnicity  
2004-05 Enrollment: 2,205



Parents are invited to volunteer their time, attend school events, or share in the decision-making process. Staff welcome parents help with fundraisers, graduation activities, athletics, and performing arts. Parents are encouraged to attend Back to School Night, Open House, College Night, Freshman Orientation, and Homecoming. School Site Council, PTSA (Parent Teacher Student Association), and WASC Committee provide opportunities for parents to have input on curricular programs and financial planning. Parents seeking more information about becoming an active member in the school community may contact the school office or PTA president at (310) 229-3685.

School-to-home communication takes place in a variety of formats. The Norman Bulletin is published three times a week and features the week's schedule, important reminders, tutoring services, and announcements regarding school activities, club activities, and sports. Parents may access Beverly Hills High's website at [www.beverlyhills.k12.ca.us](http://www.beverlyhills.k12.ca.us) for general information about the school, staff e-mail, activities, homework, daily bulletins, schedules, and current school news. Parents may subscribe to the Principal's List (through the school website) to receive school bulletins and announcements via e-mail. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home.

## STUDENT ACHIEVEMENT

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

## ADEQUATE YEARLY PROGRESS

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

For the 2004-05 AYP cycle, high schools must achieve a 22.5% or higher proficiency rate in English/language arts and 20.9% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST (grades 2-8) and obtaining an API growth score of 590 or higher or increasing the API growth by one point. High schools must obtain a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates the school's specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

	Adequate Yearly Progress (AYP)					
	Beverly Hills High			BHUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Overall School Results	Yes	Yes	Yes	Yes	Yes	Yes
	Subgroup Results					
	Beverly Hills High			BHUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	Yes	Yes	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	N/A	Yes	Yes	Yes
English Learners	N/A	N/A	N/A	Yes	Yes	Yes
Special Education	N/A	N/A	N/A	Yes	Yes	Yes

*Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.*

## CALIFORNIA ENGLISH LANGUAGE

### DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

## STANDARDIZED STATE ASSESSMENTS

Students at Beverly Hills High participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

	CAT/6 Test Results								
	All Students								
	Percentage of Students Scoring At or Above Average (50th Percentile Rank)								
	Results for third and seventh grade students only*								
	Beverly Hills High			BHUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	78	78		71	71	64	43	43	41
Math	82	84		79	81	78	50	51	52

*\*Only third and seventh grade students participated in the 2004-05 and 2005-06 administration of the CAT/6 exam.*

	California Standards Test Results								
	All Students								
	Percentage of Students Scoring at Proficient & Advanced Levels								
	Beverly Hills High			BHUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Subject Area & Grades Tested									
English-Language Arts - gr. 9-11	71	71	74	66	70	72	35	36	40
Math - gr. 9-11	61	60	64	66	67	69	35	34	38
Science - gr. 9-11	63	63	67	63	58	61	27	25	27
History - gr. 10 & 11	56	58	60	60	64	64	28	29	32

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

	California Standards Test Results							
	Numerically Significant Ethnic Subgroups							
	Percentage of Students Scoring at Proficient & Advanced Levels							
	2004-05							
	Beverly Hills High							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	
Subject Area & Grades Tested								
English-Language Arts - gr. 9-11	64	*	82	73	65	*	73	
Math - gr. 9-11	50	*	79	52	44	*	62	
Science - gr. 9-11	50		77	73	48		64	
History - gr. 10 & 11	46		73	75	58	*	57	

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

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

### CAT/6

The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Beginning in the 2004-05 school year, only students in grades three and seven are tested. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

### CALIFORNIA STANDARDS TESTS (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and

Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of Beverly Hills High students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

### CALIFORNIA HIGH SCHOOL EXIT EXAM

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

Beginning in the 2005-06 school year, 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. As illustrated in the CAHSEE table, 98% of Beverly Hills High's tenth grade students who took the test passed the math portion of the exam and 97% passed the English portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

High schools are required to disclose, by student group, the percentage of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to data collection schedules for high school completion data, information will not be available until next year's reporting cycle. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

### PHYSICAL FITNESS

In the spring of each year, Beverly Hills High 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 all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

### California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2004-05

#### Beverly Hills High

Subject Area & Grades Tested	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts - gr. 9-11	70	78	26	56	34	
Math - gr. 9-11	69	60	64	58	57	
Science - gr. 9-11	71	62	57	75	53	
History - gr. 10 & 11	62	58	27	37	25	

### California High School Exit Exam 2004-05

	Math	English-Language Arts
10th Gr. Enrollment	524	524
Test Takers	481	496
Passing (#)	469	463
Passing (%)	98.0%	93.0%

### Academic Performance Index (API)

#### API Base

#### API Growth

	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	98	98	98	Percent Tested	98	98	99
API Base Score	805	819	808	API Growth Score	822	822	814
Growth Target	*	*	*	Actual Growth	17	3	6
Statewide Rank	10	10	10				
Similar Schools Rank	8	8	6				

### API Significant Subgroup Results

#### Asian

API Base Score	865	870	885	API Growth Score	859	886	886
Growth Target	*	*	*	Actual Growth	-6	16	1

#### Caucasian

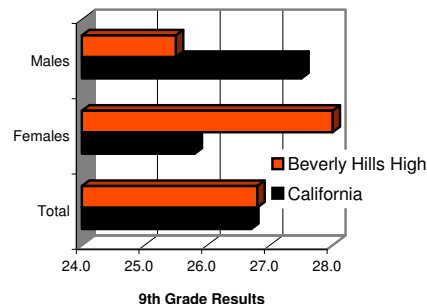
API Base Score	804	817	795	API Growth Score	820	815	807
Growth Target	*	*	*	Actual Growth	16	-2	12

#### Socioeconomically Disadvantaged

API Base Score	728			API Growth Score			
Growth Target	1			Actual Growth			

\*The school scored at or above the statewide performance target of 800.

Physical Fitness Test Results  
Percentage of Students in  
"Healthy Fitness Zone"  
2004-05



### ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests (CAT-6 and CST). Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

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

50 valid scores comprising at least 15% of the valid test scores.

### 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 2004-05, Beverly Hills High did not participate in the Title I program and is therefore not required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. 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/>.

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

## SCHOOL FACILITIES & SAFETY

### FACILITIES PROFILE

Beverly Hills High provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1927; the Swim-Gym was completed in 1940 and between 1967 and 1970, the north wing to the main building, a five-story building with classrooms, and a two-level parking garage were completed. In the fall of 2005, all interior/exterior lighting fixtures were retrofitted to maximize energy efficiency and the central heating/cooling plant was replaced. An artificial turf field was installed in the fall of 2006. Presently, over \$29 million of Measure K funds have been allocated for construction of a new science and technology building which is scheduled for completion in the fall of 2007. A \$3.6 million modernization project for current facilities and operating systems is in the planning phase with a completion date not yet determined. Ongoing and routine maintenance through the school year ensures facilities remain in good working condition.

Campus Description	
Year Built	1927
Acreage	26.1 ac
Square Footage	287,054 sq. ft.
Total Number of Buildings	7

### SUPERVISION & SAFETY

The Beverly Hills Police Department provides police officers for traffic control in the morning and after school. One school resource officer is on campus to help with supervision, drug abuse

prevention education, and minor discipline issues. Each morning as students arrive on campus, two security officers and the resource officer monitor designated areas and the four administrators circulate around the campus greeting students. During lunch, the security officer, resource officer, and administrators share supervision of students in the cafeteria and common gathering areas. When students are dismissed at the end of the day, the resource officer, three security officers, and administrators ensure students either travel to after-school activities or leave campus in a safe and orderly manner. All administrators, security personnel, and other designated individuals (some counselors, some custodians) carry hand-held radios to facilitate routine and emergency communications concerning student safety.

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

### SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Beverly Hills High 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 site safety plan is reviewed, updated and shared with school staff annually.

### FACILITIES MAINTENANCE

School custodial staff and the district's maintenance and operations department (M&O) work together to ensure playgrounds, classrooms, 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's office.

Maintenance & Operations (M&O) employs a work order process enabling Beverly Hills High 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, nine full-time evening custodians, and two groundskeepers are assigned to Beverly Hills High and work closely with the principal for routine maintenance, daily custodial duties, and preparation for special events. The principal and day custodian communicate regularly regarding campus cleaning needs and safety concerns. Every morning before school begins, the lead day custodian and groundskeepers inspect the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds. The day custodians are responsible for general custodial functions and keeping restrooms, classrooms, office, cafeteria, gymnasium, locker rooms, and other facilities in an orderly and secure condition. The day custodians check restrooms throughout the day to ensure they are kept in a sanitary condition and adequately stocked. The evening

custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, gymnasium, and other facilities; daily duties include cleaning student desktops. Groundskeepers perform general gardening and maintenance work.

Beverly Hills High works closely with the district's Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. M&O performs a comprehensive school inspection every year during the summer months before classes begin in the fall. During the winter recess, M&O revisits the restrooms, classrooms, and common areas to evaluate the current condition of facilities and identify unsafe situations that require immediate resolution. Extensive and routine measures have been established by the district to ensure facilities remain in good working order at all times. The following measures have been established by M&O to ensure Beverly Hills High remains safe and fully operational:

- The school's custodial manager checks restrooms on a rotational schedule throughout the school year to identify and report deficiencies.
- Work orders and corrective actions are prioritized based upon the severity and nature of circumstances. Unsafe conditions and poor air quality issues are quickly identified and immediately corrected. If a situation cannot be corrected quickly, it is "safed off" and remedied within a three-day period.
- In September of each year, a professional contractor inspects existing roofing systems and performs preventative maintenance. During the year, reported leaks are repaired in two days or less.
- Graffiti and property damage due to vandalism is addressed within a two-day period.

Schools are required by state law to report the condition of their facilities. M&O and Beverly Hills High will begin inspections in compliance with new requirements during the 2005-06 school year. The new School Site Inspection report will itemize the state-required inspection areas and require Beverly Hills High to disclose the operational status in each of those areas.

### DEFERRED MAINTENANCE

Beverly Hills Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2004-05 school year, Beverly Hills High received \$281,910.62 of deferred maintenance funds for repairs, replacements, and upgrades to facilities and operating systems.

## CLASSROOM ENVIRONMENT

### DISCIPLINE & CLIMATE FOR LEARNING

Beverly Hills High 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. At the beginning of the school year, each student receives a copy of the Student Responsibilities

Contract; students and parents sign the contract's acknowledgement page to confirm receipt and understanding. On the first day of school, teachers discuss and review school policies, behavior expectations, and safety procedures. At the beginning of each semester, an assembly is held to reinforce school rules, safety procedures, consequences for poor behavior, and academic expectations. Students are reminded of their obligations to conduct themselves in a responsible, respectful manner throughout the year in school bulletins, morning announcements, assemblies, and in-class discussions with their teacher.

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 school administrators; 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.

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

Beverly Hills High's schoolwide recognition programs reinforce good citizenship and academic effort. Teachers in each department select one student who has demonstrated outstanding effort in academics and/or citizenship to receive the Student of the Month award. Students are recognized for their unique accomplishment at regularly-held assemblies; achievements are posted on a public bulletin board on campus. Athletes demonstrating outstanding sportsmanship are honored at the end the year during a luncheon banquet. Graduating seniors are invited to the Senior Awards Assembly and recognized for their individual accomplishments and meeting established academic criteria.

### Suspensions & Expulsions

	BHUSD		
	02-03	03-04	04-05
	High Schools*		
Suspensions (#)	88	74	57
Suspensions (%)	4.01%	3.43%	2.56%
Expulsions (#)	1	3	1
Expulsions (%)	0.05%	0.14%	0.04%

\*The district does not disaggregate the number of suspensions and expulsions by school site for the Beverly Hills High and Moreno Continuation High; therefore site level total are not available.

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

### ENRICHMENT ACTIVITIES

Students are encouraged to participate in Beverly Hills High's after-school clubs, visual and performing arts programs, and athletic activities. 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 (Grade 6-8)				
2002-03				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	22.6	62	27	8
Math	27.7	10	51	5
Science	27.6	6	35	2
Social Science	24.0	35	23	5
2003-04				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	21.4	66	29	1
Math	26.8	12	48	6
Science	26.6	7	35	1
Social Science	23.6	33	24	3
2004-05				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	22.2	61	26	4
Math	27.9	12	37	16
Science	27.6	3	35	3
Social Science	24.4	31	28	1

### DROPOUTS & GRADUATION RATES

Beverly Hills High School had no dropouts recorded for the 2004-05 school year. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, independent study, and referral to the continuing high school.

Dropout & Graduation Rates				
	Beverly Hills High			
	02-03	03-04	04-05	
Dropout Rate (%)	0.0	0.1	0.0	
Graduation Rate (%)	100.0	99.8	100.0	
BHUSD				
	02-03	03-04	04-05	
	Dropout Rate (%)	0.1	0.5	0.1
Graduation Rate (%)	99.8	99.6	98.6	
California				
	02-03	03-04	04-05	
	Dropout Rate (%)	3.2	3.3	3.1
Graduation Rate (%)	86.7	85.3	84.9	

### INSTRUCTIONAL TIME

During the 2004-05 school year, Beverly Hills High offered 180 full days of instruction. All instructional minutes offered at Beverly Hills High exceeded state requirements specified in the California Education Code. The state requires students in grades 9-12 to receive a minimum of 64,800 minutes of instruction annually; Beverly Hills High School offered 75,816 minutes of instruction for the 2004-05 school year.

### STUDENT ATTENDANCE

Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Beverly Hills High's annual rate of attendance for

the 2004-05 school year reached 97.17%. The annual attendance rate for all elementary schools in Beverly Hills Unified School District was 96.96%.

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Beverly Hills Unified School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and identified based on the results of teacher surveys, leadership team input, and districtwide goals. During the 2004-05 school year, Beverly Hills High offered three site-based staff development days.

The district supplements professional development activities with additional training sessions and workshops year-round to support newly adopted and ongoing programs. Supplemental professional development is offered throughout the school year and over the summer break. District-sponsored training sessions offered during the 2004-05 school year included:

- Rubrics (ongoing)
- Power Standards (ongoing)
- Benchmark Assessments (ongoing)

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 providing skills assistance over a two-year period. 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. Long-term substitutes are invited to participate in district staff development activities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

### INSTRUCTIONAL MATERIALS

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

On November 16, 2004, at 7:00 p.m., 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 #2004-2005-013 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 office 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.

### SCHOOL LEADERSHIP

Leadership at Beverly Hills High 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 function properly. The principal is responsible for day-to-day operations and the overall instructional program. Each assistant principal is assigned to a house and responsible for student discipline and guidance from a designated team of counselors. Based on individual strengths, assistant principals are assigned additional responsibilities to support curriculum and operational components of the school.

As part of the principal's decision-making process, feedback, advice, and input from co-administrators and instructional staff through the Secondary Education Council and department representatives are used to guide curricular programs. The Secondary Education Council (SEC) is comprised of the principal, assistant principals, and department representatives. Once a month SEC collaborates 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, and parents and meets once a month. The SSC is responsible for reviewing and approving the school site plan, the school safety plan, and annual budget. Council members serve as a liaison between the school and community.

### SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Beverly Hills High 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 a Child Study Team (CST). Each team is responsible for addressing barriers that affect the ability of a student to perform at his or her best in school, recommending intervention

### District Adopted Textbooks (Grades 9-12)

Year Adopted	Publisher	Series
<b>Math</b>		
2000	Glencoe	<i>Pre-Algebra</i>
2000	Glencoe	<i>Algebra</i>
2006	McDougal Little	<i>Algebra II</i>
2002	Glencoe	<i>Geometry</i>
1996	Glencoe	<i>Math Applications &amp; Connections</i>
<b>Language Arts</b>		
1999	Harcourt	<i>Adventures in American Literature</i>
1996	Scott Foresman	<i>Literature and Integrated Studies</i>
1997	Heinle & Heinle	<i>Voices in Literature</i>
<b>Science</b>		
2002	Glencoe	<i>Biology Living Systems</i>
1996	Glencoe	<i>Life Science</i>
1996	Glencoe	<i>Physical Science</i>
<b>Social Science</b>		
1997	Houghton Mifflin	<i>American Government</i>
1999	Houghton Mifflin	<i>The American Pageant</i>
2003	Pearson/Prentice Hall	<i>Civics Participating in Government</i>
1994	Glencoe	<i>Economics</i>
2006	AGS Publishing	<i>US History (EL)</i>
1998	Prentice Hall	<i>World History Connections to Today</i>
<b>Foreign Language</b>		
Data unavailable.		

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's special education program is supported by highly qualified, caring staff. Special education teachers and aides provide full-day instruction in special day classes. Resource specialists provide individual and small group instruction for special education students in the resource room. All special education students are mainstreamed as much as possible into the general education classroom and provided instruction in the least restrictive environment. Each student's curricular agenda is based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and coordinates specially-designed instruction based upon individual academic, social, and/or behavioral needs.

Students identified as English Learners (EL) are placed with a teacher who has been certified by the state to teach English learners. EL students are provided differentiated instruction in the general education classroom. Students may be enrolled in an English Language Development class as a supplement to regular language arts and focus on language development, reading skills, 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 continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

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

Beverly Hills High hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. A recommendation for student participation in one or more of Beverly Hills High's intervention programs typically comes from by a counselor, the Child Study Team, instructional staff/teachers, or the student's parent based upon classroom performance or state/district assessment results. Students placed in mandatory intervention courses in lieu of an elective must score at the proficient or advanced level on state assessments to exit the course. Intervention strategies may include:

- Intervention counselor - provide personal and academic guidance for student at risk of not failing coursework or not meeting graduation requirements.
- Peer tutoring
- Teachers tutoring during block schedule on Wednesday mornings and Thursday afternoons
- Maple Center: after-school tutoring provided by community volunteers. Parents contact the center directly to arrange for tutoring sessions.
- Summer School - CAHSEE and SAT preparation classes
- Choices Program for students who are struggling with drug and alcohol issues

## 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 adjacent table 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	
2004-05	
	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	75.6
Graduates Who Completed All Courses Required for UC/CSE Admission	78.5

### ADVANCED PLACEMENT

In 2004-05, Beverly Hills High 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 & Student Participation 2004-05**

	No. of Courses Offered	% of Students in AP Courses
Computer Science	1	0.45%
English	2	12.29%
Foreign Language	2	2.40%
Math	3	3.76%
Science	4	9.30%
Social Science	3	10.29%
Performing Arts	3	11.56%
All Courses	18	50.07%

Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the number of students enrolled in all courses will, and the number students enrolled in AP courses may, exceed the actual student enrollment

**SAT REASONING TEST**

The SAT is designed to assess many of the skills that are important to a student's success in college and their general educational development; the scoring range is 200-800. Students are encouraged to enroll in SAT prep workshops at nearby universities to prepare themselves for their college entrance examination. Beverly Hills High works in collaboration with the University of California Los Angeles, Pepperdine University, and California State University Northridge to help students with the college admission process.

**SAT Reasoning Test\***

	Beverly Hills High		
	02-03	03-04	04-05
Test Takers (%)	74	74.1	67.9
Average Verbal Score	557	575	572
Average Math Score	606	614	611

\*Detailed information regarding SAT results, including comparative district and state results, can be found at <http://www.cde.ca.gov/ds/sp/ai/>.

**WORKFORCE PREPARATION**

Students in grades nine through twelve receive structured career planning guidance from school personnel regarding post-secondary goals and career planning. Students are introduced to Beverly Hills High's career technical education programs, work experience program, career pathways, regional occupational programs, and workability programs. 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, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

Each year in the spring, Beverly Hill High School sponsors a comprehensive Career Day Conference featuring many guest speakers who want to share their knowledge and professional experiences. Over 100 community volunteers conduct mini workshops and host presentations. Students select a menu of workshop in the industries they are interested in. Beverly Hills High 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, modeling, acting, jewelers, 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 16 years and 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 offers three career pathways programs: Media of the Arts, Marketing, and Business Technology. Students enrolled in the career pathways programs are enrolled in core classes where instructional content is more closely related the 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 table in this report 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

**ROP Courses**

2004-05

**ROP Steering Committee Representative: Steve Rappaport**

Entertainment Marketing	Psychology/Teen Line
Entrepreneurship	Retail Marketing
Fashion Technology	Robotics
Game Programming	Sports Marketing
Hotel Management	Sports Medicine
Intro to Marketing	Teachers Assistant
Office Occupations	TV Production
Psychology Careers	Virtual Business Ent.

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/>.

**Career Technical Education (CTE) Program Participation**

2004-05

Total Number of Students Participating in CTE Programs	1195
Percentage of Students Completing CTE Program and Earning a High School Diploma	18
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Beverly Hills High School recently became 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 191 for more information.

**PROFESSIONAL STAFF**

**SUBSTITUTE TEACHERS**

Beverly Hills Unified School District had a pool of 125 qualified substitute teachers during the 2004-05 school year. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Beverly Hills High rarely has difficulty in obtaining a qualified substitute teacher from the district's pool. In the event a substitute teacher is not available for an absent teacher, the principal or other available certificated personnel will fill the role of the substitute.

**TEACHER ASSIGNMENT**

Beverly Hills High recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, the school employed 100 fully credentialed teachers.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant" no later than the end of the 2005-06 school year. 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 & Assignments**

	Beverly Hills High			BHUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	106	107	104	298	290	283
Teachers with Full Credential	95	100	100	272	278	275
Teachers without Full Credential	11	4	3	26	12	8
Teachers in Alternative Routes to Certification	0	3	3	0.6	4	5
Pre-Internship	0	0	0	0	0	0
Teachers with Emergency Permits	13	2	1	28	8	3
Teachers with Waivers	0	0	0	1	0	0
Teachers Teaching Outside Subject Area	*	4	4	*	9	9
Teacher Misassignments - Total	0	0	0	0	0	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0

**Teacher Education Levels  
2004-05**

	Beverly Hills High %	BHUSD %
Doctorate	3.9	1.8
Master's Degree plus 30 or more semester hours	39.4	36.0
Master's Degree	26.0	22.3
Bachelor's Degree plus 30 or more semester hours	22.1	33.2
Bachelor's Degree	8.7	6.4
Less than a Bachelor's Degree	0.0	0.0

**Percentage of Core Classes:**

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2004-05	
Beverly Hills High	94.8	5.2
District Totals	94.4	5.6
High-Poverty Sch.	0.0	0.0
Low-Poverty Sch.	94.4	5.6

**TEACHER EVALUATIONS**

Evaluation procedures and criteria adopted by the Beverly Hills Unified School District are defined in the district's collective bargaining agreement. Teacher evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are formally evaluated annually, permanent (tenured) teachers are evaluated once every two years. Evaluations begin with a preconference followed by the preparation of a professional assessment plan and a formal classroom observation and evaluation; the evaluation process is concluded with a post-conference feedback session between the teacher and evaluator. Evaluations are conducted by the principal or assistant principal who has been trained and certified for competency to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to develop a needs improvement plan. Corrective measures in the needs improvement plan may include ongoing participation in BTSA, referral to the Peer Assistance and Review Program (PAR), or participation in additional staff development. Teachers may discontinue needs improvement obligations when a "satisfactory" rating is acquired in future evaluations.

**SUPPORT SERVICES STAFF**

Support service staff consists of school counselors, psychologists, and nurses. This expert team of support service staff, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

School counselors provide academic guidance, discuss social issues and conflict resolution, and identify and resolve diverse issues interfering with a student's ability to learn and succeed in school. The school resource officer meets with students throughout the school year to explain ways to resist peer pressure and live productive drug and violence-free lives (DARE - Drug Abuse Resistance Education).

Beverly Hills High 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 Annabelle Wasserstein Peer Counseling center recruits high school students to provide free peer counseling and tutoring to students on-campus. The program coordinator is a licensed mental health professional who selects, trains and supervises student peer counselors (SPC). The SPC Program is a highly effective method to reach students who are not easily identified by school counselors or teachers, because they do not act out in the classroom or earn poor grades.

School psychologists are available to assist with academic, social, and emotional issues as well as provide needed psycho-educational assessments to determine eligibility for special education services and to facilitate coordination of Individual Education Plans (IEP). School nurses conduct health screening programs; health technicians provide basic first aid as well as provide consistent, comprehensive health care services.

**Counselors & Support Personnel  
(Nonteaching Professional Staff)  
2004-05**

	No. of Staff	FTE*	Average Number of Students per Counselor
Counselor	8	9.0	245.0
Psychologist	1	1.0	
School Nurse	1	0.2	
Speech & Language Therapist	1	0.5	

\*Full-time Equivalent

**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 2004-05		
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,153	\$37,730
Mid-Range Teacher Salary	\$62,825	\$59,397
Highest Teacher Salary	\$73,073	\$72,979
Average Principal Salaries:		
Elementary School	\$106,559	\$90,266
High School	\$117,715	\$103,395
Superintendent Salary	\$150,000	\$143,489
Percentage of General Fund Expenditures For:		
Teacher Salaries	39.5%	41.5%
Administrative Salaries	4.4%	5.6%

**EXPENDITURES PER STUDENT**

For the 2004-05 school year, Beverly Hills Unified School District spent an average of \$8,518 of total general funds to educate each student (based on 2004-05 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 2004-05					
Dollars Spent per Student					
Expenditures Per Pupil	Beverly Hills High	BHUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
ADA (Average Daily Attendance)	2,117	5,101			
Total Restricted and Unrestricted	\$5,339	\$9,721	54.9%	N/A	N/A
Restricted (Supplemental)	\$147	\$3,059	4.8%	N/A	N/A
Unrestricted (Basic)	\$5,192	\$6,662	77.9%	\$4,743	109.5%
Average Teacher Salary	\$54,746	\$69,131	79.2%	\$63,694	86.0%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received approximately \$4,213 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Peer Assistance & Review
- Economic Impact Aid
- Eisenhower Math & Science
- Innovative Strategies (Title VI)
- Instructional Materials
- Safe and Drug Free Schools (Title IV)
- Special Education
- School Library Block Grant
- School Improvement Program
- Tenth Grade Counseling
- Title I
- Title III
- Title V
- Tobacco Use Prevention Education (TUPE)