



# BEVERLY HILLS HIGH SCHOOL



## 2006-07 Annual School Accountability Report Card

A Report of 2006-07 Activity Published in November 2007

### 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 and school facilities information was acquired in November 2007.*

### PRINCIPAL'S MESSAGE

Welcome to Beverly Hills High School! 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 has 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 can help to make Beverly Hills High School 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.

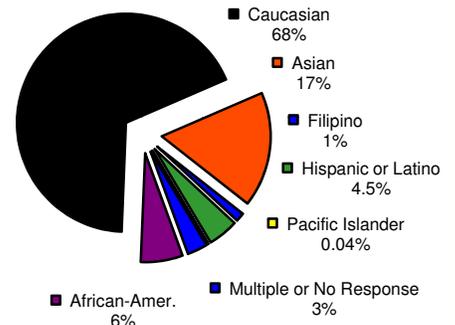
Located in the central region of the district's boundaries, Beverly Hills High School is a college-oriented high school unique in its international population and high achievement. During the 2006-07 school year, Beverly Hills High School served 2,365 students in grades 9-12. Student enrollment included 11% receiving special education services, 6% qualifying for English Language Learner support, and 3% qualifying for free or reduced-price meals. 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.

With over 180 course offerings and 60 electives, Beverly Hills High School 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 School has three Houses, with guidance provided by a designated group of counselors and an assistant principal. Counselors provide academic and behavioral guidance; the assistant principal monitors student progress, discipline, and attendance.

Percentage of Students by Ethnicity  
2006-07 Enrollment: 2,365



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

Parents are invited to volunteer their time, attend school events, or share in the decision-making process. Staff welcome parents help with fundraisers, graduation activities, athletics, and performing arts. Parents are encouraged to attend Back to School Night, Open House, College Night, Freshman Orientation, and Homecoming. School Site Council, PTSA (Parent Teacher Student Association), and the 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 School'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. The district sponsors an online student information system which enables parents access their child's current course grades. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home.

## STUDENT ACHIEVEMENT

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

### ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based 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.

#### Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2006-07

Did the school and district meet or exceed 2007 AYP performance criteria in each of the areas listed below?

AYP Indicator	Beverly Hills High	BHUSD
Overall School Results	Yes	Yes
Participation Rate - 2005-06 Target Rate - 95%		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts 2005-06 Target Rate - 24.4%	Yes	Yes
Math 2005-06 Target Rate - 26.5%	Yes	Yes
API	Yes	Yes
Increase API by one point		
Graduation Rate	Yes	Yes

For the 2006-07 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 progress in meeting 2006-07 AYP target rates. 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/).

### 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 School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST), the Aprenda 3, and the California Alternative Performance Assessment (CAPA).

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. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

### CALIFORNIA STANDARDS TESTS (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of Beverly Hills High School students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each

California Standards Test Results All Students									
Percentage of Students Scoring at Proficient & Advanced Levels									
	Beverly Hills High			BHUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	74	73	72	72	73	73	40	42	43
Math	64	62	54	69	70	66	38	40	40
Science	67	68	63	61	69	67	27	35	38
History	60	60	52	64	65	56	32	33	33

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

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07								
Beverly Hills High								
	Amer. Indian or Alaskan Native		Asian	Filipino	Hispanic or Latino		Pacific Islander	Caucasian
	African- Amer.							
English-Language Arts	61		80	77	72	*	70	
Math	38		68	55	43	*	52	
Science	44		72	*	54		63	
History	33		69	50	46	*	50	

*\*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.*

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07						
Beverly Hills High						
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
	English-Language Arts	66	77	32	57	35
Math	58	51	49	52	31	
Science	61	65	28	43	33	
History	54	51	22	38	25	

student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

### 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 all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Upon completion of the 2006-07 fitness exam, 32.4% of ninth grade students tested scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

### CALIFORNIA 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; 95% of Beverly Hills High School's tenth grade students who took the test passed the math portion of the exam and 95% passed the English/language arts portion of the exam. 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/](http://www.cde.ca.gov/ta/tg/hs/).

### ACADEMIC PERFORMANCE INDEX

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

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests (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 School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Beverly Hills High			BHUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	83	86	82	83	86	82	49	51	49
Math	86	88	81	85	87	81	45	47	50

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

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2006-07						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	18.1	27.9	54	18.8	44.4	36.8
Male	27.2	29.9	42.9	19.4	43.1	37.5
Female	9.4	26	64.6	18.2	45.6	36.2
African-Amer.	23.8	45.2	31	39.5	46.5	14
Alaskan Native	*	*	*	*	*	*
Asian	14.3	21	64.8	10.5	22.9	66.7
Filipino	11.1	0	88.9	0	66.7	33.3
Hispanic or Latino	26.5	29.4	44.1	33.3	51.5	15.2
Pacific Islander	*	*	*	*	*	*
Caucasian	18	28.5	53.5	18.1	48.6	33.3
English Learners	43.2	29.7	27	25	43.1	31.9
Economically Disadvantaged	60	20	20	40	50	10
Migrant Education	*	*	*	*	*	*
Students with Disabilities	58.4	20.8	20.8	48.6	44.6	6.8

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

Academic Performance Index (API) Three-Year Performance Comparison				
	2007 API Score	API Rank		
		04-05	05-06	06-07
Statewide Rank		10	10	*
Similar Schools Rank		5	9	*
Results	2007 API Score	Increase/Decrease in API		
Schoolwide - All Students	824	04-05	05-06	06-07
Ethnic Subgroups				
African-Amer.	754			
Asian	888	1	10	-22
Hispanic or Latino	789			
Caucasian	815	12	1	-21
Other Subgroups				
Students with Disabilities	677	**	**	3

\* This information was not available at the time of publishing. Visit <http://dq.cde.gov/dataquest/> for the most current API reports.

\*\*A three-year comparison is not available; 2005-06 is the first API cycle that API scores and growth targets were reported.

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

### 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 2006-07, Beverly Hills High School

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.

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/>.

#### Title I Program Improvement (PI) Status

PI Status	Beverly Hills	
	High	BHUSD
PI Status	Not In PI	Not In PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		N/A
Percent of Schools Currently Identified for PI		N/A

## SCHOOL FACILITIES & SAFETY

### FACILITIES PROFILE

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

#### Campus Description

Year Built	1927
Acreage	26.1 ac
Square Footage	287,054 sq. ft.
Total Number of Buildings	8

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. Measure K funds were used to build the high school's new science and technology building which was completed in the fall of 2007. The new four-story building features 18 math classrooms, 12 science labs, a 100 fixed-seat lecture hall, faculty work areas, and a multi-purpose Educational Development Center.

### SUPERVISION & SAFETY

The Beverly Hills Police Department provides school security officers for traffic control in the morning and after school. One school resource officer is on campus to help with supervision, drug abuse prevention education, and minor discipline issues. Each morning as students arrive on campus, two security officers and the resource officer monitor designated areas and the four administrators circulate around the campus greeting students. During lunch, a 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 providing student supervision carry hand-held radios to facilitate routine and emergency communications concerning student safety.

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

### FACILITIES 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 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, nine full-time evening custodians, and two groundskeepers 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 principal and day custodian communicate regularly as needed 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. Custodians and teachers frequently check restrooms in passing throughout the day to ensure they are kept safe, sanitary, and adequately stocked. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, gymnasium, and other facilities; daily duties include cleaning student desktops. Groundskeepers perform general gardening and maintenance work.

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 October 11, 2007. 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.

### 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 2006-07 school year, Beverly Hills High School received \$25,094 of deferred maintenance funds for repairs, replacements, and upgrades to facilities and operating systems.

### SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Beverly Hills High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current school site safety plan was reviewed, updated, and shared with school staff in August 2007.

## 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. 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, a Student Success Assembly is held to reinforce school rules, safety procedures, consequences for poor behavior, and academic expectations. Students are reminded of their obligations to conduct themselves in a responsible, respectful manner throughout the year in school bulletins, morning announcements, assemblies, and 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

#### School Facility Good Repair Status

Item Inspected	Status
<b>Most Recent Inspection:</b>	
<b>October 11, 2007</b>	
Gas Leaks	Good
Mechanical Systems	Good
Windows/Doors/Gates (interior and exterior)	Good
Interior Surfaces (walls, floors, and ceilings)	Good
Hazardous Materials (interior and exterior)	Good
Structural Damage	Good
Fire Safety	Good
Electrical (interior and exterior)	Good
Pest/Vermin Infestation	Good
Drinking Fountains (inside and outside)	Good
Restrooms	Good
Sewer	Good
Playground/School Grounds	Good
Roofs	Good
Overall Cleanliness	Good

#### Overall Summary of School Facility Good Repair Status

Overall Summary

Exemplary

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

### Suspensions & Expulsions

#### Beverly Hills High

	04-05*	05-06*	06-07
Suspensions (#)	57	127	102
Suspensions (%)	2.59%	5.38%	4.31%
Expulsions (#)	1	0	3
Expulsions (%)	0.05%	0.00%	0.13%

#### BHUSD

#### High Schools

	04-05*	05-06*	06-07
Suspensions (#)	57	127	109
Suspensions (%)	2.56%	0.00%	0.13%
Expulsions (#)	1	0	3
Expulsions (%)	0.04%	0.00%	0.13%

\*The district did not disaggregate the number of suspensions and expulsions by school site; therefore site level totals 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.

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

Beverly Hills High School'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. At the end of each grading period, students are honored for their academic and co-curricular successes and efforts. Athletes demonstrating outstanding sportsmanship are honored at the end of 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. Community service awards are presented at the end of the year for outstanding contributions.

### ENRICHMENT ACTIVITIES

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

### DROPOUTS & GRADUATION RATES

Beverly Hills High School had no dropouts recorded for the 2005-06 school year. Credit completion and course grades are closely monitored regularly by counselors and the school's intervention counselor. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, independent study, and referral to the continuation high school. Volunteers from the Maple Center are

### Dropout & Graduation Rates

#### Beverly Hills High

	03-04	04-05	05-06
Dropout Rate (%)	0.0	0	0.1
Graduation Rate (%)	99.8	100.0	99.8

#### BHUSD

	03-04	04-05	05-06
Dropout Rate (%)	0.5	0.1	0.4
Graduation Rate (%)	99.6	98.6	99.2

#### California

	03-04	04-05	05-06
Dropout Rate (%)	3.2	3.1	3.5
Graduation Rate (%)	85.3	85.0	83

2005-06 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report.

### Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements\*

2005-06\*\*

Beverly Hills High	BHUSD	California
92.0%	92.2%	82.5%

Graduation Rate Formula:

# of Graduates divided by CBEDS 12th Grade Enrollment

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

\*\*Most current information available.

utilized to provide tutoring as well as small group counseling to address academic and social concerns interfering with the learning process.

### 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

Subject	2004-05			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	22.9	62	32	6
Math	28.1	12	43	17
Science	27.2	5	42	3
Social Science	24.6	33	36	1
2005-06				
English	23.7	62	36	7
Math	28.4	7	56	12
Science	29.7	5	36	8
Social Science	25.8	32	27	13
2006-07				
English	22.0	73	37	4
Math	26.7	18	55	9
Science	26.8	9	45	3
Social Science	26.1	15	50	5

### INSTRUCTIONAL TIME

During the 2006-07 school year, Beverly Hills High School offered 180 full days of instruction comprised of 13 minimum days and 167 regular days. Minimum

days were held to facilitate student assemblies and STAR testing. All instructional minutes offered at Beverly Hills High School exceeded state requirements specified in the California Education Code. The state requires students in grades 9-12 to receive a minimum of 64,800 minutes of instruction annually; Beverly Hills High School offered 76,010 minutes of instruction for the 2006-07 school year.

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Beverly Hills Unified School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and identified based on the results of teacher surveys, leadership team input, and districtwide goals.

During the 2006-07 school year, Beverly Hills Unified School District offered three staff development days, which focused on assessment types (formative and summative) and how best to utilize these assessments to monitor student progress (grades K-8). Portions of these days were led by administrators at school sites and at articulation meetings across the district. To provide ongoing training and support, K-8 Teacher Specialists, selected by their grade levels/departments and trained by Educational Services, led staff development workshops in the use of formative and summative assessments and the importance of looking at student work for instructional improvement opportunities.

### Staff Development Days Three-Year Trend

2004-05	2005-06	2006-07
3	3	2

A portion of staff development days were allocated to meet site-based needs and held at each of the school sites. During the 2006-07 school year, Beverly Hills High School offered two site-based staff development days which focused on disaster preparedness training and CPR/first aid. Once a month, staff collaborate as a team to establish goals in the school site plan and WASC plan, conduct data analysis, and engage in self-study activities to improve delivery of course content.

The district supplements professional development activities with additional training sessions and workshops year-round to support newly adopted and ongoing programs. Supplemental professional development is offered throughout the school year and over the summer break. District-sponsored training sessions offered during the 2006-07 school year included:

- Benchmark Assessments (ongoing)
- Differentiated Instruction (elementary grades)
- Disaster Awareness Response Training (DART)
- Professional Learning Communities

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. For a period of 30 days prior to adoption, parents may visit the district office to review textbooks that have been recommended for adoption by the Board of Education.

On October 9, 2007, 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 #2006-2007-001 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.

### SCHOOL LEADERSHIP

Leadership at Beverly Hills High School is a responsibility shared among school administrators, instructional staff, and parents. Teamwork between the principal and three assistant principals ensures both curricular and operational components of Beverly Hills High School function properly. The principal is responsible for day-to-day operations and the overall instructional program. Each assistant principal is assigned to a house and 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.

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 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 School 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 School hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. A recommendation for student participation in one or more of Beverly Hills High School's intervention programs typically comes from 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: provides personal and academic guidance for students at risk of failing coursework or not meeting graduation requirements
- Peer tutoring
- Teachers tutoring: during block schedule on Wednesday mornings and Thursday afternoons
- CAHSEE prep classes: offered through the Adult School and Independent Study
- 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 issues

### SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Beverly Hills High School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

Students who regularly experience academic, social, or behavioral difficulty in the classroom are referred to 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 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

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

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

- Eighth grade graduates are invited to an Intro to High School course held during the summer before they enter the ninth grade at Beverly Hills High School. The course serves as a transitional intervention to help prepare students for overall success in the secondary program.

## 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	
2005-06*	
	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	76.4
Graduates Who Completed All Courses Required for UC/CSE Admission	70.7

\*Most current data available.

### ADVANCED PLACEMENT

In 2006-07, 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 & Student Participation		
2006-07		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	1	0.80%
English	2	15.69%
Fine & Performing Arts	2	2.83%
Foreign Language	2	2.20%
Math	3	6.85%
Science	4	9.43%
Social Science	5	11.12%
All Courses	19	48.92%

### 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 School 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**			
	04-05	05-06	06-07
Test Takers (%)	74.1	67.9	72.60
Average Verbal Score	575	572	570
Average Math Score	614	611	594
Average Writing Score*	N/A	592	582

\*2005-06 is the first year that the exam included a writing portion and score.

\*\*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

At the beginning of the 2006-07 school year, Beverly Hills High School recruited a full-time ROP counselor to provide structured post-secondary education and career planning services. Students are addressed as a group 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, course-required projects, performance reports, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress every four weeks as part of their time reports.

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 170 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, 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 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 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 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/cl/>.

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.

Regional Occupational Program	
2006-07	
ROP Steering Committee Representative: Steve Rapaport	
ROP/Vocational Education	
Advanced Film & Video Prod.	Psychology /Teen Line
Entertainment Marketing	Psychology Careers
Entrepreneurship	Retail Marketing
Fasion Technology	Robotics
Game Programming	Sport Marketing
Hotel Management	Sports Medicine
Intro to Marketing	Teachers Assistant
Intro to TV & Radio	TV Production
Office Occupations	Virtual Business
Career Pathways	
AV Technology & Communications	Home Economics
	Marketing
Business Occupations	Marketing Careers
Business Technology	Media of the Arts
Health Science	

Career Technical Education (CTE) Program Participation	
2006-07	
Total Number of Students Participating in CTE Programs	956
Percentage of Students Completing CTE Program and Earning a High School Diploma	100.00%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

## PROFESSIONAL STAFF

### 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

Counselors & Support Personnel			
(Nonteaching Professional Staff)			
2006-07			
	No. of Staff	FTE	Average Number of Students per Counselor
Counselor	8	8.0	296.0
ROP Counselor	1	1.0	
Intervention Counselor	1	1.0	
Psychologist	1	1.0	
School Nurse	1	0.5	
Health Clerk	1	0.5	
Speech & Language Therapist	1	As needed	

FTE = Full-Time Equivalent

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 School's intervention counselor provide counseling services focused on social issues as well as drug and alcohol abuse. Students may volunteer for counseling or may be referred by their teachers, parent, academic counselors, or administrators. The intervention counselor reviews 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.

### SUBSTITUTE TEACHERS

Beverly Hills Unified School District had a pool of 119 qualified substitute teachers during the 2006-07 school year. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Beverly Hills High School 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, assistant principal, counselor, or other available certificated personnel will fill the role of the substitute.

### 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

Probationary teachers are formally evaluated every year, permanent (tenured) teachers are evaluated once every two years. 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 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.

### TEACHER ASSIGNMENT

Beverly Hills High School recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, the school employed 106 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 & Assignments								
	Beverly Hills High				BHUSD			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
Total Teachers	104	103	109		283	281	296	
Teachers with Full Credential	100	100	106		275	277	290	
Teachers without Full Credential	4	3	3		8	4	6	
Teachers in Alternative Routes to Certification	3	2	2		5	2	5	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	1	1	1		3	2	1	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	4	5	2		9	11	6	
Teacher Misassignments - Total	0	32	48	0	0	45	75	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	32	48	0	0	45	75	0
Teacher Vacancies	0	0	0	0	0	0	0	0

Teacher Education Levels		
	2006-07	
	Beverly Hills High	BHUSD
	%	%
Doctorate	3.7	1.7
Master's Degree plus 30 or more semester hours	45.0	38.2
Master's Degree	22.9	25.0
Bachelor's Degree plus 30 or more semester hours	22.0	30.1
Bachelor's Degree	6.4	5.1
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
	2006-07	
Beverly Hills High	97.9	2.1
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	0.0%	0.0%
Low-Poverty Sch.	97.9	2.1

## 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		
	2005-06	
	BHUSD	State Avg. of Districts in Same Category
Beginning Teacher Salary	\$41,759	\$38,479
Mid-Range Teacher Salary	\$65,338	\$60,306
Highest Teacher Salary	\$75,996	\$74,193
Average Principal Salaries:		
Elementary School	\$110,822	\$92,985
High School	\$122,424	\$107,384
Superintendent Salary	\$166,872	\$155,314
Percentage of General Fund Expenditures For:		
Teacher Salaries	43.75%	40.80%
Administrative Salaries	5.14%	5.72%

### EXPENDITURES PER STUDENT

For the 2005-06 school year, Beverly Hills Unified School District spent an average of \$9,047 of total general funds to educate each student (based on 2005-06 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					
Expenditures Per Pupil	2005-06				
	Beverly Hills High	BHUSD	% Difference - School & District	State Avg. for Districts of Same Size & Type	% Difference - School & State
Total Restricted and Unrestricted	\$5,634	\$6,003	93.8%	N/A	N/A
Restricted (Supplemental)	\$410	\$507	80.8%	N/A	N/A
Unrestricted (Basic)	\$5,224	\$5,496	95.1%	\$4,943	105.7%
Average Teacher Salary	\$61,896	\$67,128	92.2%	\$58,776	105.3%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2005-06 school year, the district received approximately \$3,720 per student in federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

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