

Beverly Hills Unified School District



BEVERLY HILLS
UNIFIED SCHOOL DISTRICT
EDUCATION REIMAGINED

Beverly Hills High School



2022-23 Annual School Accountability Report Card

A Report of 2022-23 Activity Published in January 2024

Beverly Hills High School

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Principal's Message

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

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

Beverly Hills High School remains committed to providing comprehensive and challenging college-preparatory learning for all students. Beverly recently changed to a block schedule which features built-in office hours for the majority of students. Certificated staff also support students through a library tutoring program that is available four days a week during lunch. Beverly also offers incredible social-emotional support with an outstanding counseling team that features our NormanAid Wellness Center. In all, the educational experience at Beverly Hills High School is second to none, with opportunities for challenge, connection, and individualized support for every student.

District Description

Beverly Hills Unified School District is located in the western portion of Los Angeles, just below the Santa Monica mountains and next door to West Hollywood. Almost 3,200 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of three elementary schools, one middle school, one comprehensive high school, and one continuation high school.

District Mission

Educational Excellence.

District Vision

Our students will realize their full potential to thrive with integrity in a complex, changing world.

School Description

Located in the central region of the district's boundaries, Beverly Hills High School is a college-oriented high school unique in its international population and high achievement. During the 2022-23 school year, Beverly Hills High School served 1,220 students in grades 9-12. Student enrollment included 13.1% receiving special education services, 2.5% qualifying for English Learner support, 0.4% homeless, 0.2% foster youth, and 18.4% enrolled in the free or reduced-price meal program. As a recipient of prestigious state and national recognition, Beverly Hills High School continues its long tradition of academic excellence and its role as a leader in public education.

Beverly Hills High School offers students an extensive and challenging range of studies designed to develop the skills they will need to succeed in college, the workplace, and in life. Classes meet three times a week in two 95-minute blocks and one 40-minute period on Wednesday. Wednesdays are a "late start" schedule designed to provide staff opportunities to collaborate, review data, and design educational best practices together. Class size at Beverly Hills High School is quite low, with contractual maximum averages of 29, but many classes are considerably smaller than that.

Students at Beverly have many opportunities to connect and grow beyond the academic classroom. Our Career Tech Education program continues to grow; we have continued success in KBEV, robotics, and culinary and have seen large growth in finance, audio-production, and fashion. Our athletes have access to junior varsity and varsity teams in nearly all sports. Some of our more popular programs even have a soph/frosh athletic team. Beverly Hills High School boasts a storied tradition of performing arts, with thriving dance, choir, instrumental music, and theater programs. With so many co-curricular opportunities and over 80 clubs, every student can find a way to connect outside of the academic classroom.

Lastly, and most significantly, Beverly Hills High School continues its tradition of academic success. Every year, the district offers students the PSAT and SAT during a school day. The high school has a dedicated College Counselor. Beverly features AP courses and curriculum, providing students an opportunity to complete AP coursework and participate in AP exams. 90%+ of 2022 graduates continued on to higher education. Students were accepted to all UC campuses at rates that were higher than the state average. Overall, Beverly Hills High School remains dedicated to preparing all students for higher learning and providing all students with an opportunity to follow their career dreams and to become humane global citizens.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	#
Female	47.3%	Grade 9	284
Male	52.7%	Grade 10	327
Non-Binary		Grade 11	311
American Indian or Alaskan Native	0.1%	Grade 12	298
Asian	10.7%		
Black or African American	3.3%		
Filipino	0.7%		
Hispanic or Latino	9.3%		
Native Hawaiian or Pacific Islander			
Two or More Races	4.8%		
White	70.0%		
English Learners	2.5%		
Foster Youth	0.2%		
Homeless	0.4%		
Migrant			
Socioeconomically Disadvantaged	18.4%		
Students with Disabilities	13.1%	Total Enrollment	1,220

Local Control Accountability Plan (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are

linked with the Common Core State Standards (CCSS); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Beverly Hills High		BHUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	38.08	38.85	47.29	47.04	29.47	30.29

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who receive scores.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

2022-23

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	610	584	95.40%	4.26%	38.87%
Female	279	266	85.34%	4.66%	38.35%
Male	331	318	96.07%	3.93%	39.31%
American Indian or Alaskan Native	--	--	--	--	--
Asian	65	61	93.85%	6.15%	52.46%
Black or African American	21	20	95.24%	4.76%	30.00%
Filipino	--	--	--	--	--
Hispanic or Latino	52	46	88.46%	11.54%	28.26%
Native Hawaiian or Pacific Islander					
Two or More Races	33	30	90.91%	9.09%	53.33%
White	432	421	97.45%	2.55%	37.05%
English Learners	20	18	90	10	5.56%
Foster Youth					
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	126	121	96.03%	3.97%	34.71%
Students Receiving Migrant Education Services					
Students with Disabilities	88	73	82.95%	17.05%	26.03%

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Parent Involvement

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

Parents are invited to volunteer their time, attend school events, or share in the decision-making process. Staff welcome parents' help with fundraisers, graduation activities, athletics, and performing arts. Parents are encouraged to attend Back to School Night, Open House, Coffee with the Counselors, College Night, Freshman Orientation, and Homecoming. Principal Advisory Council (PAC), PTSA (Parent Teacher Student Association), and the WASC Committee provide opportunities for parents to have input on curricular programs and financial planning.

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

Be Informed and Involved!

- Sign up for our PTSA Newsletter at bhhs.bhusd.org
- Attend our Meetings

The BHHS PTSA also provides comprehensive support and enrichment for all of our students' educational experiences. We need every family to participate.

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

School-to-home communication takes place in a variety of formats. The Beverly Buzz is published every Wednesday 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 bhhs.bhusd.org for general information about the school, staff email, activities, homework, daily bulletins, schedules, and current school news. The high school utilizes Google Classroom to support virtual classroom environments and Aeries for gradebooks, parent communication, and parent/student apps. All teachers and students have access to the Google Suite, including Gmail, Google Docs, and Google Classroom. In general, the GSuite is the tool for teachers to communicate with students, and Google Classroom is where teachers create a virtual classroom, an assignment calendar, and resources for their unique classrooms. ParentSquare is the district-wide tool used to communicate with parents, students and school staff including for report cards, course verification, etc.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grade Eleven Percentage of Students Meeting or Exceeding the State Standards

	Beverly Hills High		BHUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	68	72	71	71	47	46
Mathematics	47	43	55	56	33	34

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 11)

2022-23

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	305	292	95.74%	4.26%	71.92%	306	291	95.10%	4.90%	42.96%
Female	160	151	94.38%	5.62%	71.48%	162	152	93.83%	6.17%	40.79%
Male	145	141	97.24%	2.76%	65.96%	144	139	96.53%	3.47%	45.32%
American Indian or Alaskan Native										
Asian	38	37	97.37%	2.63%	81.08%	37	36	97.30%	2.70%	72.22%
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino										
Hispanic or Latino	26	26	100.00%	0.00%	57.69%	27	27	100.00%	0.00%	29.63%
Native Hawaiian or Pacific Islander										
Two or More Races	17	16	94.12%	5.88%	56.25%	18	17	94.44%	5.56%	29.41%
White	218	207	94.95%	5.05%	72.95%	218	205	94.04%	5.96%	40.98%
English Learners	--	--	--	--	--	--	--	--	--	--
Foster Youth										
Homeless	--	--	--	--	--	--	--	--	--	--
Military										
Socioeconomically Disadvantaged	55	52	94.55%	5.45%	61.54%	55	52	94.55%	5.45%	34.62%
Students Receiving Migrant Education Services										
Students with Disabilities	37	36	97.30%	2.70%	36.11%	38	37	97.37%	2.63%	10.81%

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

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated

California Physical Fitness Test Results

2022-23

Grade Level	% of Students Tested				
	Abdominal		Trunk Extensor	Upper Body	
	Aerobic Capacity	Strength and Endurance	Strength and Flexibility	Strength and Endurance	Flexibility
Ninth	89.7%	91.1%	90.8%	90.8%	89.0%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

School Facilities & Safety

Facilities Profile

Beverly Hills High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1927; the Swim-Gym was completed in 1940 and between 1967 and 1970, the north wing to the main building, a four-story building with classrooms, and a two-level parking garage were completed. The campus also includes a science and technology building. In June 2021 we opened up our brand new B1 and B2 buildings which includes twelve new state-of-the-art classrooms, a College & Career Center, and the Norman Aide and Administrative offices. We look forward to the opening of buildings B3 and B4 which will house the Performing Arts in the next couple of years. Ongoing and routine maintenance through the school year ensures facilities remain in good working condition.

Measure E & Measure BH Bonds

In June 2019, the Beverly Hills community approved a \$385 million general obligation bond (Measure BH) to continue the modernization and safety-related upgrades of Beverly Hills Unified School District's elementary, middle and high school facilities that began as a result of Measure E. This bond will finish out the work identified in that bond project and allow the opportunity to start new work that the Measure E bond was unable to fund. The "Measure E/BH Construction Activities" planned for completion in the 2023-24 school year are as follows:

- Buildings B3 & B4 currently under modernization.
- Upper athletic fields will be in the design phase until the end of FY 2023-24 (Construction to begin in Fall 2024)
- Building C in design phase through the end of FY 2023-24
- BHHS grant lawn in the final design phase (Project to start May 2024)
- South site athletic fields and parking lot will be in design phase through the end of FY 2023-24)

Campus Description

Year Built	1927
Acreage	26.1
Bldg. Square Footage	287054
	Quantity
# of Permanent Classrooms	84
# of Portable Classrooms	0
# of Restrooms (student use)	12
All Gender Restrooms	6
Administrative Offices	1
Art Rooms	5
Basketball Courts	7
Ceramics Room	1
College & Career Center	1
EDC/Cherney (Lecture Halls/MPR)	1
Dance Studio	1
Football Stadium, Lacrosse & Soccer Playing Fields	1
Graphic Design Studio	1
Intervention Counseling Svcs Ctr	7 Rooms
Journalism Lab	1
Audio Production Studio	1
Media Center (KBEV)/TV Studio	1
Photo Studio	1
Command & Control Center	1
Student Cafeteria	1
Swim Gym w/Retractable Floor	1
Media Center	1
Robotics Workroom	1
Weight Rooms	2
Library	1
Student Store	1

Facilities Inspections

Beverly Hills High School works closely with the district's Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Beverly Hills High School took place on June 27, 2023. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas, disclosing the operational status in each of those areas.

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

Facilities Maintenance

School custodial staff and the district's maintenance and operations department (M&O) work together to ensure classrooms, restrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Monthly M&O meetings facilitate discussions concerning safety issues, maintenance needs, cleaning practices, and training. Custodians are required to comply with Beverly Hills Unified School District's approved cleaning standards and policies outlined in the custodial handbook. Parents who wish to review the district's policies may contact the Maintenance & Operations Department or Beverly Hills High School's office.

Maintenance & Operations (M&O) employs a work order process enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers and staff submit requests to the school's office manager who prepares and forwards an electronic work order to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff; general requests are typically addressed within two weeks.

Campus facilities are cleaned daily; two full-time day custodians, seven full-time evening custodians, and two full-time 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 administration and the lead custodian communicate daily via two-way radio, cell phone and email as needed regarding campus cleaning needs and safety concerns. Every morning before school begins, the lead custodian and security officers inspect the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds.

The day custodians are responsible for general upkeep of campus grounds and keeping restrooms, classrooms, offices, cafeteria, and other facilities in an orderly and secure condition. Custodians frequently check restrooms in passing throughout the day to ensure they are kept safe, sanitary, and adequately stocked. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, and other facilities; daily duties include cleaning student desktops. The groundskeeping team is responsible for general landscaping and irrigation projects.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date:	Repair Needed and Action Taken or Planned			
June 27, 2023	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			A-18B/Equipment Room, Electrical, Medi Center - Water damage to ceiling; A-251 - Trim is missing on countertop; A-261A - Formica trim is missing on countertop; A-273, A-275, A-378A/Student Store - Water damage to wall; Electrical, Media Center - Ceiling tiles have water stains (hallway); Communications - Water damage to ceiling and walls, holes in walls; A-281, A-384 - Pencil sharpener cover is missing; Mens RR - Stall door is missing; Womens RR, Girls RR - Wall tiles are broken; A-373, A-356/BokRoom - Floor tile is broken; Girls RR - Rubber molding is missing; A-194 - Ceiling tiles are missing (hallway); Girls RR - Toilet paper holder is loose from wall; L-102 - Ceiling tile has a hole; Boys RR - Hole in ceiling; 703 - Floor tile is broken (hallway); 703 - Ceiling tiles are loose (hallway); B2-216 - Cabinet handles are broken
Cleanliness	✓			A-296, A-252, A-251, A-259, A-286, A-378C, A-378D, L-104, B2-135, B2-145, B2-159 - Unsecured items are stored too high; Communications - Rooms is used for storage of old cardboard boxes; A-353D/Kitchen - Flooring is dirty
Electrical	✓			Storage, Media Center, A-353D/Kitchen - Access to electrical panel is blocked; Electrical - One light diffuser is missing (hallway), switch plate is broken; A-286, B2-159 - Surge protectors are daisy chained; A-288C, A-293/Library - Extension cord and surge protector are daisy chained; A-378A/Student Store, A-378C - One light panel is out; A-378C - One light diffuser is loose; A-378D - Electrical cover is missing in ceiling; Boys RR - Motion sensor is loose from ceiling; Elevator - Out of order; Mens RR - Light diffuser is missing; L-102 - Multiple can lights are out (hallway), multiple light panels are dim; L-205 - Light diffusers are bent; L-204, L-307 - Outlet covers are missing; Boys RR - Can light is out, motion sensor cover is missing; L-407 - Outlet cover is broken; Girls RR - Two light panels are out; RR - Light is not working; B2-104 - Electrical appliance in close proximity to a water source; B2-124 - Cord is creating a trip hazard; B2-300 - One can light is out in RR
Restrooms/Fountains	✓			Mens RR - One urinal is leaking at fitting; Womens RR, Mens RR - Out of order; Boys RR - Faucet has a drip; Boys RR - Toilet seat is broken
Safety	✓			A-288C - Plug in candle warmer, burned candle resent; A-379H - Emergency exit light is not functioning; A-378A/Student Store - Paint is peeling on interior wall; L-412 - Emergency exit light is not functioning (hallway); Main Admin Building B2-110 - Evacuation map is not posted; B1-126 - Fire extinguisher tag is missing (hallway)
Structural	✓			A-18A/Electrical - Cracks in ceiling; Storage - Large cracks in ceiling; Faculty Work Room - Cracks in exterior wall (throughout building)
External	✓			A-283 - Window is broken; Dining Room - Door panic bar caps are missing; A-353D/Kitchen - Hole in door; Parking Lots - Holes in parking lot for main gym; B2-202 - Rubber threshold is loose
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

Percentage/Description/Rating:

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

Supervision & Safety

Beverly Hills High School is committed to robust state-of-the-art security measures throughout the campus. The Beverly Hills Police Department provides additional traffic support during the morning hours in front of campus. Additionally, security officers are present on campus during the school day starting at 6:00 a.m. and extending through 10:30 p.m. each day. Beverly Hills High School rotates six full time Security Officers each day on campus. During lunch, security officers and administrators share supervision of students in the cafeteria and common gathering areas. When students are dismissed at the end of the day, security officers are present to observe students traveling to after school activities or leaving campus in a safe and orderly manner.

Beverly Hills High School is also very proud of its command center where a security team monitors radios and CCTV for activity on campus to increase safety throughout the campus. Big Bear High School implemented a digital hall pass system furthering our safety goals and to ensure maximum student instructional time.

All administrators, security personnel, and other designated individuals providing student supervision carry hand-held radios to facilitate routine and emergency communications concerning student safety. Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in with security when they enter the school.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Beverly Hills High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current school site safety plan was reviewed, updated, and shared with school staff by November 2023.

Classroom Environment Enrichment Activities

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

Class Size

The Average Class Size & Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
Subject	2020-21			
	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	20	51	19	7
Math	17	52	19	3
Science	16	47	12	0
Social Science	16	47	16	1
	2021-22			
	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	14	76	19	0
Math	13	73	18	0
Science	13	56	3	0
Social Science	11	74	16	0
	2022-23			
	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	13	70	26	0
Math	12	69	22	0
Science	15	42	17	0
Social Science	11	66	16	0

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

Dropouts & Graduation Rates

Beverly Hills High School has a long record of remarkably high graduation rates. Credit completion and course grades are closely monitored regularly by counselors and the school's intervention counselor. Intervention strategies used to promote attendance and reduce dropout rates include: parent conferences, counseling, independent study, peer tutoring, SST, College Center, the Learning Lab and other possible avenues for success. Students who are deficient in course credits may take advantage of online coursework and summer school. Beverly Hills High offers supportive classes for students struggling with math, which include algebra and Spanish intervention classes. Beverly Hills High School supports tutoring Monday-Thursday in the library during lunch. All library tutors are certificated members of Beverly Hills High School staff. The new bell schedule offers office hours to students to meet with available teachers. Norman Aide also offers small group counseling to address academic and social concerns interfering with the learning process.

The following table includes information for the school site, district and State on dropouts and graduation rates. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates

(Four-Year Cohort Rate)

	Beverly Hills High		
	19-20	20-21	21-22
Dropout Rate (%)	2.5	1.6	2.6
Graduation Rate (%)	89.8	93.1	91.3
	BHUSD		
	19-20	20-21	21-22
Dropout Rate (%)	3.2	1.5	2.6
Graduation Rate (%)	89.0	92.7	91.3
	CA		
	19-20	20-21	21-22
Dropout Rate (%)	9.4	7.8	8.2
Graduation Rate (%)	83.6	87.0	86.2

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Discipline & Climate for Learning

Beverly Hills High School provides a supportive, stimulating learning environment and takes pride in its high standards of scholarship and citizenship. One of the school's major goals is to develop a sense of responsibility, both personal and social, and to enhance each individual's capacity for positive behaviors. These goals for students are founded in a firm commitment to Positive Behavior Interventions and Support (PBIS).

The initial work with PBIS is a shift in adult behavior to initiate more positive engagement and communication to enhance relationships (staff to staff and

Graduation Rate by Student Group (Four-Year Cohort Rate) (2022-23)

Student Group	Number of Students	Number of Cohort	Cohort Graduation
	in Cohort	Graduates	Rate
All Students	309	282	91.3
Female	151	141	93.4
Male	158	141	89.2
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	34	33	97.1
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	30	27	90
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	11	11	100
White	214	193	90.2
English Learners	12	10	83.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	91	87	95.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	45	37	82.2

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

For more information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

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

Beverly Hills High School's schoolwide recognition programs reinforce good citizenship and academic effort. Students are recognized for their unique accomplishment in our weekly televised school newscast, Norman Update, Norman Connection, and board meetings; achievements are posted on public bulletin boards and in display cases on campus. Students have the opportunity to join CSF, the National Honor Society, and be recognized on the Principal's Honor Roll. Athletes are recognized for accomplishments at the end of each sports season and at the end the year during the QUEST Awards banquet. Performing arts students are recognized for their exceptional talents at the annual BEVY Awards. Graduating seniors are invited to the Senior Awards Assembly and recognized for their individual accomplishments and meeting established academic criteria. Community service awards are presented at the end of the year for outstanding contributions.

Suspensions and Expulsions									
	Beverly Hills High			BHUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.39%	3.11%	5.25%	0.79%	2.84%	3.99%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Chronic Absenteeism by Student Group (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1256	1246	222	17.8
Female	597	593	115	19.4
Male	659	653	107	16.4
Non-Binary				
American Indian or Alaska Native	1	1	0	0
Asian	133	133	20	15
Black or African American	44	42	12	28.6
Filipino	8	8	0	0
Hispanic or Latino	116	116	20	17.2
Native Hawaiian or Pacific Islander				
Two or More Races	63	62	8	12.9
White	873	868	158	18.2
English Learners	49	47	14	29.8
Foster Youth	2	2	0	0
Homeless	5	5	3	60
Socioeconomically Disadvantaged	259	258	61	23.6
Students Receiving Migrant Education Services				
Students with Disabilities	187	186	58	31.2

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Suspensions & Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	5.25%	0.00%
Female	1.68%	0.00%
Male	8.50%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	2.26%	0.00%
Black or African American	9.09%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	10.34%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	3.17%	0.00%
White	5.04%	0.00%
English Learners	4.08%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	7.72%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	10.70%	0.00%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for the Beverly Hills High School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Curriculum & Instruction

Staff Development

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

Beverly Hills High School offers professional development to support specific needs of both teachers and students. Training during the 2022-23 school year consisted of the following topics:

- Best Practices Share Out ARound Block Schedule
- Common Assessments / Assessment Best Practices
- Comprehensive Data Analysis Sessions
- PBIS / Intervention Strategies
- Technological Innovation

During the 2021-22, 2022-23, and 2023-24 school years, Beverly Hills Unified School District offered professional development days which focused on assessments and how to best utilize these assessments to monitor student progress (grades K-12). A portion of training activities were led by administrators and educational consultants at school sites and at articulation meetings held in various locations throughout the district. District sponsored workshops offered included the following topics:

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

2021-22 3 days

- Strategic Plan Goals & Implementation of Professional Learning Communities
- Common Assessments
- CPR & First Aid Certifications

2022-23 3 days

- Strategic Plan Goals & Implementation of Professional Learning Communities
- Common Assessments
- CPR & First Aid Certificates

2023-24 3 days

- Professional Learning Communities
- Math Instruction
- iReady & NWEA Adoptions/Implementations
- AI Utilization

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. California Teacher Induction Program (CTIP), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. New Teacher Orientation is provided over a two-day period at the beginning of the school year for all teachers who are new to the Beverly Hills Unified School District; training sessions provide an overview of general policies and practices; curriculum and instruction; and technology based tools. The Peer Assistance and Review program is designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers.

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

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2006	*	Prestwick House - Vocabulary Power Plus for the New SAT, Books 1-4	0%
2022	*	Savaas Learning Company - My Perspectives: Grade 9	0%
2022	*	Savaas Learning Company - My Perspectives: Grade 10	0%
2022	*	Savaas Learning Company - My Perspectives: American Literature	0%
2022	*	Savaas Learning Company - My Perspectives: British and World Literature	0%
Math			
1999	*	Scott Foresman Addison Wesley: Calculus, Graphical, Numerical, Algebraic	0%
2021	*	Pearson - Algebra & Trigonometry	0%
2015	*	Pearson: California Algebra 1 Common Core	0%
2019	*	McGraw Hill Education - Geometry	0%
2002	*	Scott Foresman Addison Wesley: Functions, Statistics, Trigonometry	0%
2008	*	Pearson Addison Wesley - Precalculus: Graphical, Numerical, Algebraic	0%
2018	*	BFW Publishers - Statistics and Probability with Applications	0%
2007	*	Glencoe: Math Matters 2	0%
2009	*	W.H. Freeman: The Practice of Statistics	0%
2011	*	Pearson: Pre-Calculus	0%
Science			
2008	*	McDougal Littell - Biology	0%
2008	*	Pearson: Biology-AP Edition	0%
2012	*	EMC: Biotechnology-Science for the New Millennium	0%
2005	*	Thomson: Chemistry Principles and Reactions (AP)	0%
2008	*	Prentice Hall: Chemistry	0%
1999	*	Addison Wesley: Conceptual Physics	0%
2011	*	Holt McDougal: Earth Science	0%
1996	*	Glencoe/McGraw Hill - Merrill Physical Science	0%
2011	*	McGraw: Good Earth: Introduction to Earth Science	0%
2001	*	Brooks/Cole, Thomson Learning: Living in the Environment	0%
2001	*	Thomson Learning: Physics for Scientists and Engineers	0%
2005	*	JW Wiley - Introduction to the Human Body	0%
2005	*	Holt, Rinehart & Winston - Lifetime Health	0%
2022	*	Pearson - Medical Language: Immerse Yourself	0%
Social Science			
2022	*	Cengage Learning - Introduction to Comparative Politics	0%
2022	*	Cengage Learning - The American Pageant	0%
2022	*	Pearson: Magruder's American Government	0%
2022	*	Pearson - Economics: Principles in Action	0%
2022	*	BFW Publishers - American Government: Stories of a Nation for the AP Course	0%
2021	*	Pearson - The Cultural Landscape, 13th Edition	0%
2014	*	Bedford, Freeman & Worth - Myers' Psychology, 2nd Edition	0%
2022	*	McGraw-Hill Inc.: A History of Europe in the Modern World, 12th Edition	0%
2019	*	BFW Publishers - Thinking About Psychology: The Science of Mind and Behavior	0%
2022	*	Savaas Learning Company - World History: The Modern Era	0%
2022	*	Savaas Learning Company - US History: Reconstruction to the Present	0%
Foreign Language			
2023	*	Vista Higher Learning: Chemins, Level 1, 2, 3, 4	0%
2023	*	Vista Higher Learning: Senderos Level 1, 2, 3, 4, 5	0%
2021	*	Hebrew College Publication - Besod Ha-Ivrit	0%
2023	*	Vista Higer Learning: Themas Ap Spanish	0%
2021	*	Hebrew College Publication - Bishvil Ha-Ivrit	0%

Instructional Materials

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

On September 26, 2023 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 #2023-2024-01 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2023-24 school year, all students enrolled in elective classes were provided with a textbook or supplemental materials to use in class and to take home. These materials are in alignment with the California State Standards.

School Leadership

Leadership at Beverly Hills High School is a responsibility shared among school administrators, instructional staff, students, and parents. Teamwork between the principal and three assistant principals ensures both curricular and operational components of Beverly Hills High School function properly. The principal works in collaboration with their assistant principals and focus on day-to-day operations and the overall instructional program. Each assistant principal is assigned to a specific role: Assistant Principal of Operations (APO), Assistant Principal of Instruction, and Assistant Principal of Student Services (APSS). Student guidance is shared among instructional staff, counselors, and assistant principals.

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

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

Specialized Instruction

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

Students who regularly experience academic, social, or behavioral difficulty in the classroom are referred to the Student Study Team (SST). The SST is responsible for addressing barriers that affect the ability of a student to perform at his or her best in school, recommending intervention strategies/services to meet the child's unique needs, and subsequently evaluating progress and modifying instruction as needed over time. A variety of strategies are considered to help promote academic success and may include but are not limited to differentiated class instruction, small group instruction outside the general education environment with resource specialist staff, and/or counseling.

Beverly Hills High School's special education program is supported by highly qualified, caring staff. Special education teachers and instructional assistants provide instruction in special day classes or the resource room. Special education students are mainstreamed as much as possible into the general education classroom and provided instruction in the least restrictive environment. Co-taught courses are offered for some students (regular education and special education) specifically in mathematics and English Language Arts. Each student's curricular agenda is based upon their Individual

Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and coordinates specially-designed instruction based upon individual academic, social, and/or behavioral needs.

Students identified as English Learners (EL) are placed with a teacher who has been certified by the state to teach English Learners. Teachers use differentiated instruction and SDAIE (Specially Designed Academic Instruction in English) strategies in the general education classroom to help EL students understand lesson content and concepts. Students may be enrolled in an English Language Development class as a supplement to regular language arts to focus on language development, reading skills, and vocabulary development. In some cases, students may be enrolled in an EL version of core classes (ie, EL social studies) until they gain increased fluency in understanding the English language. As students increase fluency in the English language, Beverly Hills High School continues to monitor their performance through the ELPAC and adjust instruction as needed to ensure continued success.

Beverly Hills High School hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts and math. Intervention strategies may include:

- Intervention counselor services: provides personal and emotional guidance for students at risk of failing coursework or not meeting graduation requirements
- Library tutoring: lunch tutoring is provided by certificated members of the high school staff
- TUPE: support and prevention program for students who are struggling with nicotine addiction
- Lunch Support: students who are struggling with student behavior work with the counselor to address behavior issues
- Student Office: provides dedicated time for students to receive extra support during period #7

Professional Staff

Teacher Preparation and Credential

The charts in this report identify the number of teachers at the Beverly Hills High School, the Beverly Hills Unified School District, and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Beverly Hills High School's information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	0
Misassignments	5.4	3.7
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	5.4	3.7

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	1.7	4.2
Total Out-of-Field Teachers	1.7	4.2

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.1	6.3
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	66.5	80.41	186.9	80.75	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	0	0	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.4	6.54	8	3.46	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.7	2.15	4.4	1.91	12115.8	4.41
Unknown	8.9	10.86	32.1	13.88	18854.3	6.86
Total Teaching Positions	82.7	100	231.4	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	67.4	82.01	186.1	84.32	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.7	4.59	7.1	3.26	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.2	5.15	4.8	2.18	11953.1	4.28
Unknown	6.7	8.24	22.5	10.23	15831.9	5.67
Total Teaching Positions	82.2	100	220.7	100	279044.8	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teacher.

Support Services Staff

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

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

Academic Counselors and Other Support Staff 2022-23		
	No. of Staff	FTE*
Academic Counselor	5	5.0
CTE Director	1	1.0
Intervention Counselor	1	1.0
Campus Security	6	6.0
Psychologists	2	1.6
School Nurse	1	1.0
Health Clerk	1	1.0
Occupational Therapist	As Needed	
Adaptive PE Specialist	As Needed	
Speech & Language Therapist	1	1.0
College Counselor	1	1.0
Director of CTE/Career Exploration	1	1.0
A-G Academic Coach	1	0.6
Average Number of Students per Academic Counselor		182.35

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

Beverly Hills High School welcomes volunteers from the city's Maple Center, a regional counseling center, that sponsors activities with the students and discussions on social and conflict resolution skills. The Maple Center has an office located on campus to provide maximum accessibility five days a week during school hours.

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

College Preparations & Career Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The table below illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2022-23 Pupils Enrolled in UC/CSU Courses	
Required for UC/CSU Admission	99.26
2021-22 Graduates Who Completed All	
Courses Required for UC/CSU Admission	59.41

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the UC Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission

guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Website at <http://www.calstate.edu/admission/>.

Advanced Placement

In 2022-23 Beverly Hills High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement (AP) Courses	
2022-23	
	No. of AP Courses Offered*
Art	8
Computer Education	2
English	13
Foreign Language	2
Math	8
Science	6
Social Science	15
Totals	54

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

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

Career Readiness

Beverly Hills High School's counseling staff and full-time CTE Director provide structured post-secondary education and career planning services. Students are introduced to Beverly Hills High School's college planning and vocational education programs and then counseled on an individual basis annually. Career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, occupational-related tests, competitions, course-required projects, performance reports, cooperative learning observations, and on-the-job/classroom observation.

Each year in the spring, Beverly Hills High School sponsors a comprehensive Career Day Conference featuring many guest speakers who want to share their knowledge and professional experiences. Over 150 community volunteers conduct mini workshops and host presentations. Students select from a menu of workshops in the industries they are interested in. Beverly Hills High School welcomed representatives from the following industries: performing arts, medical and health services, television/movie production, business, sales and marketing, photography, criminal justice, physics and astronomy, acting, law, pharmacy technicians, fire science, architecture, municipal services, culinary arts, and real estate.

Internship 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. Internship 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.

Beverly Hills High School offers a variety of career pathways programs. Students enrolled in the career pathways programs are enrolled in core classes where instructional content is more closely related to their chosen field of study. Core curriculum teachers and career pathways teachers collaborate regularly to ensure coursework is in alignment with state standards and student needs.

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

Career Technical Education (CTE) is offered in partnership with the Los Angeles County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. For more information on career technical programs, workability, career pathways, and work experience, contact the high school's career center or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education Program	
2022-23	
Total Number of Students Participating in	
CTE Programs	680
Percentage of Students Completing a CTE	
Program and Earning a High School Diploma	52.2%
Percentage of CTE Courses Sequenced or	
Articulated Between the School and	
Institutions of Postsecondary Education	--

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2021-22 school year, Beverly Hills Unified School District spent an average of \$28,281 of total general funds to educate each student (based on 2021-22 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.)

Teacher and Administrative Salaries

2021-22

	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	64,381	50,875
Mid-Range Teacher Salary	101,742	79,761
Highest Teacher Salary	123,013	103,045
Average Principal Salaries:		
Elementary School	169,252	128,154
Middle School		131,774
High School	209,724	142,676
Superintendent Salary	313,079	211,462
Percentage of Budget For:		
Teacher Salaries	31.29	30.11
Administrative Salaries	5.76	5.49

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

SARC Data & Access

DataQuest

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

California School Dashboard

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

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Beverly Hills Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in October 2023 and the school facilities section was acquired in December 2023.

Expenditures Per Pupil and School Site Teachers Salaries

2021-22

Dollars Spent Per Student					
Expenditures Per Pupil	Beverly Hills High	BHUSD	% Difference - State Average for		
			School and District	Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	15,988	N/A	N/A	N/A	N/A
Restricted (Supplemental)	613	N/A	N/A	N/A	N/A
Unrestricted (Basic)	15,375	13,721	112.1%	7,607	202.1%
Average Teacher Salary	105,274	111,421	94.5%	81,984	128.4%

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

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the district received categorical, special education, and support programs, including but not limited to:

- A-G Completion Grant
- Career & Technical Education Program
- Career Technical Education Incentive Grant Program
- Child Development
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III
- Tobacco-Use Prevention Education