

Beverly Hills Unified School District



BEVERLY HILLS
UNIFIED SCHOOL DISTRICT
EDUCATIONAL EXCELLENCE

Beverly Hills High School



2024-25 Annual School Accountability Report Card

A Report of 2024-25 Activity Published in February 2026

Beverly Hills High School

Grades 9-12
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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 Pathways, Academic Decathlon, Service Learning, Advanced Placement, Student Leadership, 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 is 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 utilizes 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. Over 3,000 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 2024-25 school year, Beverly Hills High School served 1,173 students in grades 9-12. Student enrollment included 14.4% receiving special education services, 6% qualifying for English Learner support, 0.9% homeless, and 30.9% socioeconomically disadvantaged. 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. In 2024-25, Beverly Hills High was the recipient of a PBIS Gold medal award for their implementation of the Positive Behavioral Interventions and Supports (PBIS) program.

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 Pathways to Success program continues to grow; we have ongoing success in KBEV, robotics, culinary, medical science academy, 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 four college counselors and four academic advisors. Beverly features AP courses and curriculum, providing students an opportunity to complete AP coursework and participate in AP exams. In 2023-24 BHHS earned a place on the Advanced Placement Honor Roll, the AP Access Award, Silver Award for College Culture, and Platinum Award for College Placement and College Optimization. 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 2024-25	
Student Group	% of Total Enrollment
Female	48.6%
Male	51.4%
Non-Binary	0.0%
American Indian or Alaska Native	0.1%
Asian	10.7%
Black or African-American	3.2%
Filipino	0.6%
Hispanic or Latino	9.1%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	6.6%
White	67.3%
English Learners	6.0%
Foster Youth	0.0%
Homeless	0.9%
Migrant Services	0.0%
Socioeconomically Disadvantaged	30.9%
Students with Disabilities	14.4%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Grade 9	287
Grade 10	286
Grade 11	292
Grade 12	308
Total Enrollment	1,173

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

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 - click on BHHS PTSA
- 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 innovative teacher grants, 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.

Student Achievement

Physical Fitness

In the spring of each year, Beverly Hills High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test (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/.

California Assessment of Student Performance and Progress (CAASPP)

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

Physical Fitness Test					
% of Students Participating in each of the Five Fitness Components					
2024-25					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	92.9%	93.3%	93.9%	92.0%	92.6%

Note: The administration of the PFT requires only participation results for these five fitness areas.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**CAASPP Test Results in Science for All Students
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	34.5	37.09	42.59	45.45	30.73	32.33

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 received scores.

**CAASPP Test Results in Science by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	610	594	97.38	2.62	36.87
Female	280	273	97.50	2.50	35.16
Male	330	321	97.27	2.73	38.32
American Indian or Alaska Native	0	0	0	0	0
Asian	75	73	97.33	2.67	41.10
Black or African American	26	25	96.15	3.85	28.00
Filipino	--	--	--	--	--
Hispanic or Latino	52	52	100	0	34.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	46	93.88	6.12	39.13
White	400	390	97.50	2.50	36.67
English Learners	27	26	96.30	3.70	3.85
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	121	118	97.52	2.48	29.66
Students with Disabilities	86	77	89.53	10.47	11.69

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**CAASPP Test Results in ELA and Mathematics for All Students
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	62.0	67.0	68.0	71.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	49.0	52.0	57.0	62.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in ELA by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	296	284	95.95	4.05	67.38
Female	147	141	95.92	4.08	72.86
Male	149	143	95.97	4.03	61.97
American Indian or Alaska Native	0	0	0	0	0
Asian	25	24	96.00	4.00	83.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	30	96.77	3.23	73.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	24	92.31	7.69	70.83
White	205	198	96.59	3.41	63.96
English Learners	13	11	84.62	15.38	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	49	47	95.92	4.08	59.57
Students with Disabilities	53	45	84.91	15.09	33.33

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**CAASPP Test Results in Math by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	296	284	95.95	4.05	52.11
Female	147	139	94.56	5.44	51.80
Male	149	145	97.32	2.68	52.41
American Indian or Alaska Native	0	0	0	0	0
Asian	25	25	100	0	76.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	30	96.77	3.23	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	24	92.31	7.69	41.67
White	205	197	96.10	3.90	50.76
English Learners	13	12	92.31	7.69	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	49	47	95.92	4.08	40.43
Students with Disabilities	53	48	90.57	9.43	18.75

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Fall of 2025. Ongoing and routine maintenance through the school year ensures facilities remain in good working condition, and this included a complete repainting of the main building in the Summer of 2024.

Campus Description	
Year Built	1927
Acreage	26.1
Square Footage	287,054
	Quantity
Permanent Classrooms	84
Portable Classrooms	0
Restrooms (Sets)	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/Soccer & Lacrosse Playing Fields	1
Graphic Design Studio	1
Intervention Counseling Services Center	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 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 in person meetings, 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 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 Fall 2025.

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. Beverly Hills 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.

Facilities Inspections

Beverly Hills High School works closely with the district's Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Beverly Hills High School took place on December 22, 2025. 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.

School Facility Good Repair Status				
Item Inspected	Repair Status			
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: December 22, 2025				
Systems	X			
Interior Surfaces	X			A-18B/Equipment Room, A-356/Book Room – Floor tiles are broken; A-252, A-253, A-267/English Office, A-269, A-192/Theater – Ceiling tiles have water stains; A-255 – Ceiling tile has a water stain; A-260 C/Custodial – Cabinets are delaminating; A-285B – Rubber moulding is loose; Womens' RR, A-Girls' RR – Wall tiles are broken; A-293/Library, A-376– Pencil sharpener cover is missing; A-388/Lounge, A-Boys' RR – Ceiling tile is broken; Girls' RR – Rubber moulding is missing, wall tile is broken; A-191 – Ceiling tile is broken in storage room; Girls' RR – Toilet paper holder is loose from partition; L-302 – Ceiling tile is loose; Girls' Locker Room – Ceiling tile is missing in restroom wall, tiles are broken; Boys' Locker Room – Hole in ceiling; 703 – Floor tile is broken (hallway), ceiling tiles are loose (hallway)
Cleanliness	X			B2-135, B2-145, B2-159, B2-300, A-252, A-253B, A-251, A-259, A-293F/Workroom, A-378D, A-367, L-104, L-311, L-404 – Unsecured items are stored too high; Mens' RR – Toilet paper is stuck to wall
Electrical		X		B2-132 Office – Extension cord and surge protector are daisy-chained; B2-104 – Electrical appliance in close proximity to a water source; B2-124, A-286, L-211, L-216, L-302, L-404 – Cord is creating a trip hazard; B2-159, B2-219, B2-216, B1-126, L-215 – Surge protectors are daisy-chained creating trip hazards; B2-300 – One can light is out in RR; A-296, A-259, A-263, A-285, Office, A-292, A-382, A-376, A-378A/Student Store, Dining Room, A-191, A-193, Electrical – One light panel is out; A-298, A-250, Womens' RR – Cords are creating trip hazards; A-252, A-281A/Preparation, A-386, A-371, A-367, A-361, Girls' RR, Boys' Locker Room – Two light panels are out; A-251, A-388/Lounge – Two light panels are out, one light panel is bad/pink; A-262, A-369, A-359 – Three light panels are out; Storage – Access to electrical panel is blocked, multiple light diffusers are missing; A-273 – Light diffuser has a water stain; A-293/Library – Surge protectors are daisy-chained, two light diffusers are missing (unable to fully check lighting); A-384 – Two light panels are out, extension cord is being permanently used; A-353D/Kitchen – Access to electrical panel is blocked, light diffuser is missing; A-194 – Multiple light panels are out; A-Girls' RR – Two light diffusers are missing; A-Boys' RR – Light panel is out at entry; Storage – One can light is out (hallway); L-102 – Multiple can lights are out (hallway); L-316 – Extension cords and surge protectors are daisy-chained creating trip hazards; Girls' Locker Room – Multiple light panels are out
Restrooms/Fountains		X		All Gender RR – Menstrual products are not readily available; All Gender RR (Admin) – One faucet handle is broken; A-255 – Sink basin is deteriorating in dark room; Womens' RR – Restroom is unkept (blood on sink basin); Mens' RR – One urinal is leaking at fitting; Boys' RR – Two faucets have a low flow; A-Girls' RR – Faucets have drips; A-Boys' RR – Two faucets have a drip; Boys' RR – Two stalls are unable to be secured, toilet leaks from fitting; Womens' RR, Mens' RR – All single use restrooms must be labeled all gender per AB-1732; Boys RR – One stall is unable to be secured; Boys' RR – Fitting are rusted on toilets, one stall is unable to be secured; Girls' RR – Toilet leaks at fitting; Mens' RR – One faucet has no flow; Girls' Locker Room – Drinking fountains have no flow
Safety	X			Main Admin Bldg B2-110, B2-215, B2-214, B2-213, A-294 – Evacuation map is not posted; A-250 – Paint is peeling on door; A-263, A-286, A-367 – Plug in air freshener; STC-122, L-416, Boys' Locker Room – Paint is peeling on interior wall; L-102 – Fire sprinkler cap is missing; L-412 – Emergency exit light is broken (hallway)
Structural	X			Storage – Large cracks in ceiling
External	X			A-285A, A-194 – Door window is broken

Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary		X		

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.

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	2022-23			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	13	70	26	
Math	12	69	22	
Science	15	42	17	
Social Science	11	66	16	
2023-24				
English	14	54	29	1
Math	14	58	17	
Science	14	47	17	
Social Science	12	62	13	
2024-25				
English	15	47	29	
Math	15	54	21	
Science	15	37	17	
Social Science	13	54	13	

**Number of classes indicates how many classes fall into each size category (a range of total students per class).*

****"Other" category, if applicable, is for multi-grade level classes.*

Student Behavior & Learning Environment

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

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

BHHS has implemented the PBIS protocol check-in/check-out which is aimed at ensuring our most at-risk students are checking in with multiple trusted adults each and every day.

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 of the year during the QUEST Awards banquet. Performing arts students are recognized for their exceptional talents at the annual BEVY Awards. Graduating seniors are invited to the Senior Awards Assembly and recognized for their individual accomplishments and meeting established academic criteria. Community service awards are presented at the end of the year for outstanding contributions.

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	5.25	2.06	3.20
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	3.99	2.73	2.15
% Students Expelled	0.00	0.22	0.00
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25

Student Groups	Suspensions Rate	Expulsion Rate
All Students	3.20	0.00
Female	1.12	0.00
Male	5.18	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.42	0.00
Black or African American	5.13	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.71	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.06	0.00
White	3.30	0.00
English Learners	3.80	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	3.33	0.00
Students with Disabilities	6.28	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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			
	School		
	22-23	23-24	24-25
Dropout Rate (%)	2.60	1.60	2.20
Graduation Rate (%)	91.3	94.1	92.9
	District		
	22-23	23-24	24-25
Dropout Rate (%)	2.60	1.50	3.30
Graduation Rate (%)	91.3	94.2	91.5
	State		
	22-23	23-24	24-25
Dropout Rate (%)	8.20	8.90	8.00
Graduation Rate (%)	86.2	86.4	87.5

**Graduation Rate by Student Group (Four-Year Cohort Rate)
2024-25**

Student Groups	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	322	299	92.9
Female	145	133	91.7
Male	177	166	93.8
American Indian or Alaska Native	0	0	0.00
Asian	34	31	91.2
Black or African American	11	10	90.0
Filipino	--	--	--
Hispanic or Latino	27	23	85.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	16	15	93.8
White	229	215	93.9
English Learners	23	18	78.3
Foster Youth	0	0	0.00
Homeless	--	--	--
Migrant Services	0	0	0.00
Socioeconomically Disadvantaged	141	133	94.3
Students with Disabilities	53	43	81.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for the Beverly Hills High School for the 2024-25 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.”

Chronic Absenteeism by Student Group 2024-25

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1280	1251	208	16.6
Female	624	610	113	18.5
Male	656	641	95	14.8
American Indian or Alaska Native	--	--	--	--
Asian	141	138	12	8.7
Black or African American	39	38	7	18.4
Filipino	--	--	--	--
Hispanic or Latino	117	113	15	13.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	85	82	15	18.3
White	849	832	150	18.0
English Learners	79	77	25	32.5
Foster Youth	--	--	--	--
Homeless	11	11	2	18.2
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	420	410	86	21.0
Students with Disabilities	191	189	51	27.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024-25 school year consisted of the following topics:

- Best Practices Share Out Around Block Schedule
- Common Assessments / Assessment Best Practices
- Comprehensive Data Analysis Sessions - Focusing Specifically on NWEA
- PBIS / Intervention Strategies
- PLC's Implementation
- Technological Innovation
- Training Around the New District Coaching & Evaluation Tool which is Danielson Framework

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.

During the 2023-24, 2024-25, and 2025-26 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

2023-24	3 days
Professional Learning Communities Math Instruction iReady & NWEA Adoptions/Implementations AI Utilization	
2024-25	3 days
Introduction to the News Literacy Project: Trustworthy Supporting our English Learners in the Classroom Contentious Conversations in the Classroom Workplace Violence & Personal Service Updates PLC Expectations & Cycles Danielson Teaching Framework & Evaluation Cycle	
2025-26	3 days
Writers' Workshop Special Education Accommodation Implementation English Language Development Strategies in the Classroom Bullseye Training - Charlotte Danielson Framework for Teaching iReady Data Review and Training PLC At Work Institute	

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 Principal Advisory Council (PAC) is comprised of the principal, assistant principals, and department representatives. Once a month, the PAC 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 PAC 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.

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 30, 2025 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 #2025-2026-05 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 2025-26 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.

Textbooks

Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2006	Prestwick House - Vocabulary Power Plus for the New SAT, Books 1-4	N - Local	0%
2022	Savaas Learning Company - My Perspectives: Grade 9	N - Local	0%
2022	Savaas Learning Company - My Perspectives: Grade 10	N - Local	0%
2022	Savaas Learning Company - My Perspectives: American Literature	N - Local	0%
2022	Savaas Learning Company - My Perspectives: British and World Literature	N - Local	0%
History-Social Science			
2022	Cengage Learning - Introduction to Comparative Politics	N - Local	0%
2022	Cengage Learning - The American Pageant	N - Local	0%
2022	Pearson: Magruder's American Government	N - Local	0%
2022	Pearson - Economics: Principles in Action	N - Local	0%
2022	BFW Publishers - American Government: Stories of a Nation for the AP Course	N - Local	0%
2021	Pearson - The Cultural Landscape, 13th Edition	N - Local	0%
2024	AMSCO AP Psychology, 3rd Edition	N - Local	0%
2022	McGraw-Hill Inc.: A History of Europe in the Modern World, 12th Edition	N - Local	0%
2019	BFW Publishers - Thinking About Psychology: The Science of Mind and Behavior	N - Local	0%
2022	Savaas Learning Company - World History: The Modern Era	N - Local	0%
2022	Savaas Learning Company - US History: Reconstruction to the Present	N - Local	0%
Mathematics			
1999	Scott Foresman Addison Wesley: Calculus, Graphical, Numerical, Algebraic	N - Local	0%
2021	Pearson - Algebra & Trigonometry	N - Local	0%
2015	Pearson: California Algebra 1 Common Core	N - Local	0%
2019	McGraw Hill Education - Geometry	N - Local	0%
1999	Scott Foresman Addison Wesley: Functions, Statistics, Trigonometry	N - Local	0%
2008	Pearson Addison Wesley - Precalculus: Graphical, Numerical, Algebraic	N - Local	0%
2018	BFW Publishers - Statistics and Probability with Applications	N - Local	0%
2007	Glencoe: Math Matters 2	N - Local	0%
2009	W.H. Freeman: The Practice of Statistics	N - Local	0%
2011	Pearson: Pre-Calculus	N - Local	0%

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
Science			
2008	McDougal Littell - Biology	N - Local	0%
2008	Pearson: Biology-AP Edition	N - Local	0%
2012	EMC: Biotechnology-Science for the New Millennium	N - Local	0%
2005	Thomson: Chemistry Principles and Reactions (AP)	N - Local	0%
2008	Prentice Hall: Chemistry	N - Local	0%
1999	Addison Wesley: Conceptual Physics	N - Local	0%
2011	Holt McDougal: Earth Science	N - Local	0%
1996	Glencoe/McGraw Hill - Merrill Physical Science	N - Local	0%
2011	McGraw: Good Earth: Introduction to Earth Science	N - Local	0%
2001	Brooks/Cole, Thomson Learning: Living in the Environment	N - Local	0%
2001	Thomson Learning: Physics for Scientists and Engineers	N - Local	0%
2005	JW Wiley - Introduction to the Human Body	N - Local	0%
2005	Holt, Rinehart & Winston - Lifetime Health	N - Local	0%
2022	Pearson - Medical Language: Immerse Yourself	N - Local	0%
	Science Laboratory Equipment	N/A	0%
Foreign Language			
2023	Vista Higher Learning: Chemins, Level 1, 2, 3, 4	N - Local	0%
2023	Vista Higer Learning: Themas Ap Spanish	N - Local	0%
2021	Hebrew College Publication - Bishvil Ha-Ivrit	N - Local	0%

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 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:

- Wellness 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 Student Support Specialist/Dean to address behavior issues
- Student Office Hours: provides dedicated time for students to receive extra support during period #7

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 interfering with a student's ability to learn and succeed in school. Beverly Hills High School's wellness 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 wellness counselor, academic counselors, and assistant principals review student grades every five weeks to identify struggling students and address the academic or social issues that may be impacting their educational performance.

School psychologists are available to assist with academic, social, and emotional issues as well as provide assessments to determine eligibility for special education services and facilitate coordination of Individual Education Plans (IEP). School nurses conduct health screening programs; health technicians provide basic first aid as well as health care services. Beverly Hills High School welcomes volunteers from the city's Maple Center, a regional counseling center, that sponsors activities with the students and discussions on social and conflict resolution skills. The Maple Center has an office located on campus to provide maximum accessibility five days a week during school hours.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselors	5	5.0
Wellness 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	1	As Needed
Adaptive PE Specialist	1	As Needed
Speech & Language Therapist	1	1.0
College Counselor	1	1.0
A-G Academic Coach	1	0.6
Wellness Coordinator	1	1.0
Career Exploration Coordinator	1	1.0
Student Support Specialist/Dean	1	1.0
Average Number of Students per Academic Counselor	182.35	
<i>Note: 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.</i>		

Beverly Hills High School is proud of our Norman Aid Wellness Center, which supports students socially and emotionally. Each month Norman Aid sponsors programs, curriculum, and assemblies that offer support to students, parents, and 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 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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	3.7	4.4	4.7
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	3.7	4.4	4.7

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	4.2	3.3	3.2
Total Out-of-Field Teachers	4.2	3.3	3.2

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	6.3	8.1	3.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0
<i>Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.</i>			

Teacher Preparation and Placement Authorization

	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	66.7	0.1	4.7	3.2	3.5	78.3
School %	85.13	0.2	6.0	4.08	4.56	100.0
District #	177.6	0.1	13.3	3.6	12.4	207.2
District %	85.7	0.08	6.45	1.74	6.02	100.0
State #	230039.4	6213.8	16855.0	12112.8	13705.8	278927.1
State %	100.0	2.23	6.04	4.34	4.91	100.0
2022-23						
School #	71.1	0.0	4.4	3.3	2.8	81.9
School %	86.89	0.0	5.48	4.11	3.5	100.0
District #	190.3	0.0	15.0	4.5	11.2	221.2
District %	86.05	0.0	6.78	2.07	5.09	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	67.4	0.0	3.7	4.2	6.7	82.2
School %	82.01	0.0	4.59	5.15	8.24	100.0
District #	186.1	0.0	7.1	4.8	22.5	220.7
District %	84.32	0.0	3.26	2.18	10.23	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0

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

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 in this report illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

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/>.

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2024-25 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	99.06
2023-24 Graduates Who Completed All Courses Required for UC/CSU Admission	69.59

Advanced Placement

In 2024-25, 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 2024-25	
	No. of AP Courses Offered
Art	8
Computer Education	2
English	10
Foreign Language	3
Math	8
Science	8
Social Science	16
Totals	55

Career Readiness

Beverly Hills High School's counseling staff and full-time Career Education Coordinator 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.

BHHS Pathways to Success provides a variety of career education courses 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 pathways, and work experience, visit the BHSS website (<https://bhhs.bhusd.org>) or the state's career technical website (<http://www.cde.ca.gov/ci/ct/>).

District Expenditures

Salary & Budget Comparison

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

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$67,641	\$57,978
Mid-Range Teacher Salary	\$106,893	\$89,611
Highest Teacher Salary	\$129,240	\$117,194
Superintendent Salary	\$313,079	\$234,075
Average Principal Salaries:		
Elementary School	\$175,694	\$143,632
Middle School	\$184,848	\$149,446
High School	\$203,764	\$162,334
Percentage of Budget:		
Teacher Salaries	28.43%	27.81%
Administrative Salaries	6.12%	5.47%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

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

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.

Expenditures Per Student

For the 2023-24 school year, Beverly Hills Unified School District spent an average of \$31,720 of total general funds to educate each student (based on 2023-24 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.)

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs, including but not limited to:

- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career & Technical Education Program
- Career Technical Education Incentive Grant Program

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 November 2025 and the school facilities section was acquired in February 2026.

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$14,622	N/A	N/A	N/A	N/A
Restricted	\$558	N/A	N/A	N/A	N/A
Unrestricted	\$14,064	\$14,269	98.6%	\$11,146	126.2%
Avg Teacher Salary	\$113,032	\$117,061	96.6%	\$92,686	122.0%
<i>Note: Cells with N/A values do not require data.</i>					