



# BEVERLY HILLS HIGH SCHOOL



## 2007-08 Annual School Accountability Report Card

A Report of 2007-08 Activity Published in November 2008

### Beverly Hills High School

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*The statistical information disclosed in this report was obtained from the California Department of Education and the Beverly Hills Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Instructional materials were acquired in August 2008 and school facilities information was acquired in October 2008.*

### PRINCIPAL'S MESSAGE

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

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

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



### DISTRICT & SCHOOL PROFILE

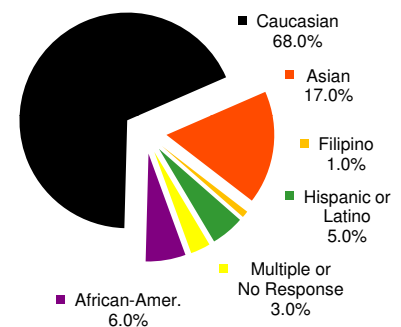
Beverly Hills Unified School District is located in the western portion of Los Angeles, just below the Santa Monica Mountains and next door to West Hollywood. More than 5,300 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of four K-8 schools, one comprehensive high school, and one continuation high school.

Located in the central region of the district's boundaries, Beverly Hills High School is a college-oriented high school unique in its international population and high achievement. During the 2007-08 school year, Beverly Hills High School served 2,419 students in grades 9-12. Student enrollment included 9.9% receiving special education services, 5.9% qualifying for English Learner support, and 3.8% qualifying for free or reduced-price meals. As a recipient of prestigious state and national recognition, Beverly Hills High School continues its long tradition of academic excellence and its role as a leader in public education.

With over 180 course offerings and 60 electives, Beverly Hills High School students experience an extensive and challenging range of studies designed to develop the skills they will need to succeed in college, the workplace, and in life. Following a traditional calendar schedule, classes meet three times a week for 52 minutes and 92 minutes twice per week on a block schedule. Service-Learning is an integral part of the high school's standard curriculum and a regular component of class lessons and projects.

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

Percentage of Students by Ethnicity  
2007-08 Enrollment: 2,419



### DISTRICT MISSION

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

### PARENT INVOLVEMENT

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

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

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

## STUDENT ACHIEVEMENT

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

### ADEQUATE YEARLY PROGRESS

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

For the 2007-08 AYP cycle, high schools must achieve a 33.4% or higher proficiency rate in English/language arts and 32.2% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST (grades 2-8) and obtaining an API growth score of 590 or higher or increasing the API growth by one point. High schools must obtain a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

#### Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2007-08

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

AYP Indicator	Beverly Hills High BHUSD	
	Hills High	BHUSD
Overall School Results	Yes	Yes
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	Yes
Math	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not

English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

### STANDARDIZED STATE ASSESSMENTS

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

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

### CALIFORNIA STANDARDS TESTS (CST)

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

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

### PHYSICAL FITNESS

In the spring of each year, Beverly Hills High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Upon completion of the 2007-08 fitness exam, 30.3% of ninth grade students tested scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pfi/>.

### CALIFORNIA HIGH SCHOOL EXIT EXAM

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

#### California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Beverly Hills High			BHUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	73	72	69	73	73	73	42	43	46
Math	62	54	45	70	66	62	40	40	43
Science	68	63	72	69	67	73	35	38	46
History	60	52	54	65	56	59	33	33	36

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

#### California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Beverly Hills High						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	54		75	78	66	*	70
Math	26		60	55	46	*	43
Science	56		82	*	63	*	72
History	33		66	50	50		54

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

#### California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Beverly Hills High					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	66	72	27		54	
Math	50	41	40		41	
Science	68	76	29		43	
History	56	52	19		44	

**California High School Exit Exam  
All Students  
Percentage of Students Scoring at Proficient & Advanced Levels**

	Beverly Hills High			BHUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	86.2	81.9	80.8	86.0	81.8	80.6	51.1	48.6	52.9
Math	87.7	81.2	82.6	87.3	80.9	82.6	46.8	49.9	51.3

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

**California High School Exit Exam  
Percentage of Students Scoring in Each Performance Level  
2007-08**

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
	All Students	19.2	45.2	35.6	17.4	40.0
Male	24.1	48.9	27.1	14.6	38.5	46.9
Female	14.9	41.9	43.2	19.9	41.4	38.7
African-Amer.	25.0	61.1	13.9	35.1	56.8	8.1
Alaskan Native	*	*	*	*	*	*
Asian	11.8	46.1	42.2	8.9	27.7	63.4
Filipino	*	*	*	*	*	*
Hispanic or Latino	33.3	33.3	33.3	27.3	54.5	18.2
Pacific Islander	*	*	*	*	*	*
Caucasian	19.3	44.6	36.1	16.8	40.5	42.7
English Learners	52.4	39.7	7.9	40.6	39.1	20.3
Economically Disadvantaged	51.6	35.5	12.9	41.9	38.7	19.4
Migrant Education	*	*	*	*	*	*
Students with Disabilities	63.8	29.8	6.4	56.2	35.4	8.3

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

**Academic Performance Index (API)  
Three-Year Performance Comparison**

	API Rank		
	2005	2006	2007
Statewide Rank	10	10	10
Similar Schools Rank	5	9	5

Results	2008 API Score	Increase/Decrease in API		
		05-06	06-07	07-08
Schoolwide - All Students	803	5	-23	-21
Ethnic Subgroups				
African-Amer.	733			-21
Asian	866	10	-22	-22
Caucasian	797	1	-21	-18
Other Subgroups				
English Learners	705			
Students with Disabilities	568	48	3	-108

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 97% of Beverly Hills High School's tenth grade students who took the test passed the math portion of the exam and 92% passed the English/language arts portion of the exam (2007-08). Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/).

**ACADEMIC PERFORMANCE INDEX**

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

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

The API table in this report highlights Beverly Hills High School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores.

**No CHILD LEFT BEHIND (NCLB)**

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Beverly Hills High School did not participate in the Title I program and is therefore not required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

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

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

PI Status	Beverly Hills High	BHUSD
	Not In PI	Not In PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		0
Percent of Schools Currently Identified for PI		0.0%

**SCHOOL FACILITIES & SAFETY**

**FACILITIES PROFILE**

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

In the fall of 2005, all interior/exterior lighting fixtures were retrofitted to maximize energy efficiency and the central heating/cooling plant was replaced. An artificial turf field was installed in the fall of 2006. Measure K funds were used to build the high school's new science and technology building which was completed in the fall of 2007. The new four-story building features 18 math classrooms, 12 science labs, a 100 fixed-seat lecture hall, faculty work areas, and a multi-purpose Educational Development Center.

**Campus Description**

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

**2007-08 School Improvements:**

- Refinished wood floors in rooms 690, 752, 754, swim gym, east gym, and west gym
- Installation of metal roof on Building "F"
- Improved ventilation in robotics classroom 283
- Improved lighting in student parking lot

**2008-09 School Improvements:**

- Roof installation for Building "B"
- Installation of irrigation and grass along Olympic property line
- Reconfigured first base dugout on baseball field
- Remodeled Room 361 to accommodate Culinary ROP
- Modified classroom entry locks for improved security
- Installation of classroom numbers on the interior of room doors

**SUPERVISION & SAFETY**

The Beverly Hills Police Department provides school security officers for traffic control in the morning and after school. One school resource officer is on campus to help with supervision, drug abuse prevention education, and minor discipline issues. Each morning as students arrive on campus, four security officers and the resource officer monitor designated areas and the four administrators circulate around the campus greeting students. During lunch, four security officers, the resource officer, and administrators share supervision of students in the cafeteria and common gathering areas. When students are dismissed at the end of the day, four security officers, three security officers, and administrators ensure students either travel to after-school activities or leave campus in a safe and orderly manner. All administrators, security personnel, and other designated individuals providing student supervision carry hand-held radios to facilitate routine and emergency communications concerning student safety.

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

**FACILITIES MAINTENANCE**

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

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

Campus facilities are cleaned daily; four full-time day custodians, 15 full-time evening custodians, and a groundskeeping team are assigned to Beverly Hills High School and work closely with the principal for routine maintenance, daily custodial duties, and preparation for special events. The principal and lead custodian communicate daily via two-way radio or cell phone, as needed regarding campus cleaning needs and safety concerns. Every morning before school begins, the lead custodian and groundskeepers inspect the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds.

The day custodians are responsible for general upkeep of campus grounds and keeping restrooms, classrooms, office, cafeteria, and other facilities in an orderly and secure condition. Custodians and teachers frequently check restrooms in passing throughout the day to ensure they are

Item Inspected	School Facility Good Repair Status			Status
	Good	Fair	Poor	
<b>Most Recent Inspection:</b> <b>September 10, 2008</b>				<b>Repair Needed and Action Taken or Planned</b>
Gas Leaks	✓			
Mechanical Systems	✓			Boys' Restrooms ( 1st, 2nd & 4th floors): Air conditioning and heater switches broken.
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			Room 104/116, 411: Patch of stucco and paint on window wall. Room 415: Need a touch of paint on the wall top (black or white board). Need a patch of stucco and little paint on side wall by the window. Rooms 412, 315: Need a patch of stucco and little paint on both sides of the wall. Room 205: Touch of paint close to the door. Room 212: Need paint, bottom side padding. Room 204: Whole class needs new paint, ceiling damage from rain water. Room 202/203: Need new paint side window and wall window, patch small stucco hole. Room 123: Need wall paint job and few ceiling cubes. Room 122: New paint, bottom side padding and wall window.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			Room 404: Need to fix small hole outside the room (left side).
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			Room 202/203: Need new paint side window and wall window and patch small stucco hole.
Overall Cleanliness	✓			

Overall Summary	Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair	Poor
Overall Summary	✓			
<i>The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. The deficiency under roofs is currently being repaired by an outside contractor. All minor patch/paint for the interior surfaces will be completed through work orders by the District painter. The three switches will be replaced in-house in the HVAC column.</i>				

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.

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 September 10, 2008. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas, disclosing the operational status in each of those areas.

**DEFERRED MAINTENANCE**

Beverly Hills Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Beverly Hills High School received \$1,069,650.47 of deferred maintenance funds which were used for routine repairs and building improvements.

**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 in March 2008. The plan was updated, and shared with school staff in September 2008.

**CLASSROOM ENVIRONMENT**

**DISCIPLINE & CLIMATE FOR LEARNING**

Beverly Hills High School provides a disciplined, stimulating learning environment and takes pride in its high standards of scholarship and citizenship. One of the school's major goals is to develop a sense of responsibility, both personal and social, and to enhance each individual's capacity for self-discipline.

Teachers have established grade-appropriate classroom management programs to maintain an effective learning environment. At the beginning of the school year, each student receives a copy of the Student Responsibilities Contract; students and parents sign the contract's acknowledgement page to confirm receipt and understanding. On the first day of school, teachers discuss and review school policies, behavior expectations, and safety procedures. At the beginning of each semester, a Student Success Assembly is held to reinforce school rules, safety procedures, consequences for poor behavior, and academic expectations. Students are reminded of their obligations to conduct themselves in a responsible, respectful manner throughout the year in school bulletins, morning announcements, assemblies, and in-class discussions with their teacher.

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

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

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

During the 2007-08 school year, Beverly Hills Unified School District offered three staff development days, which focused on curriculum assignment, common assessments, and student engagement. Portions of these days were led by administrators at school sites and at articulation meetings across the district. To provide ongoing training and support, K-8 Teacher Specialists, selected by their grade levels/ departments and trained by Educational Services, led staff development workshops in the use of formative and summative assessments and the importance of looking at student work for instructional improvement opportunities.

#### Staff Development Days Three-Year Trend

2005-06	2006-07	2007-08
3	2	3

A portion of staff development days were allocated to meet site-based needs and held at each of the school sites. During the 2007-08 school year, Beverly Hills High School offered two site-based staff development days which focused on curriculum assignments, common assessments, and student engagement. Once a month, staff collaborate as a team to establish goals in the school site plan and WASC plan, conduct data analysis, and engage in self-study activities to improve delivery of course content.

The district supplements professional development activities with additional training sessions and workshops year-round to support newly adopted and ongoing programs. Supplemental professional development is offered throughout the school year and over the summer break. District-sponsored training sessions offered during the 2007-08 school year included:

- Digital Classroom Training
- Social Studies Textbook Adoption Training – K-8
- Developing Mathematical Intelligences – K-8
- Mathematical Routines – K-5

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (B TSA), a state-sponsored program, is designed for first- and second-year credentialed teachers providing skills assistance over a two-year period. The Peer Assistance and Review program is designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers.

The principal encourages teachers to attend professional workshops and conferences in their field of expertise. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Los Angeles County Office of Education. Long-term substitutes are invited to participate in district staff development activities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

### INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Beverly Hills Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. For a period of 30 days

### Suspensions & Expulsions

#### Beverly Hills High

	05-06*	06-07	07-08
Suspensions (#)	127	102	148
Suspensions (%)	5.38%	4.31%	6.12%
Expulsions (#)	0	3	3
Expulsions (%)	0.00%	0.13%	0.12%

#### BHUSD

#### High Schools

	05-06*	06-07	07-08
Suspensions (#)	127	109	150
Suspensions (%)	5.32%	0.13%	0.12%
Expulsions (#)	0	3	3
Expulsions (%)	0.00%	0.13%	0.12%

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

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

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

Beverly Hills High School's schoolwide recognition programs reinforce good citizenship and academic effort. Students are recognized for their unique accomplishment at regularly-held assemblies; achievements are posted on a public bulletin board on campus. At the end of each grading period, students are honored for their academic and co-curricular successes and efforts. Athletes demonstrating outstanding sportsmanship are honored at the end the year during a QUEST Award banquet. Graduating seniors are invited to the Senior Awards Assembly and recognized for their individual accomplishments and meeting established academic criteria. Community service awards are presented at the end of the year for outstanding contributions.

### ENRICHMENT ACTIVITIES

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

### DROPOUTS & GRADUATION RATES

Beverly Hills High School had 25 dropouts recorded for the 2006-07 school year. Credit completion and course grades are closely monitored regularly by counselors and the school's intervention counselor. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, independent study, and referral to the continuation high school. Volunteers from the Maple Center are utilized to provide tutoring as well as small group counseling to address academic and social concerns interfering with the learning process.

In the following Dropout & Graduation Rates table, 2006-07 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2004-05 and 2005-06 school years, dropout rates were calculated using the one-year rate formula: adjusted grades 9-12 dropouts/grades 9-12 enrollment\*100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

### Dropout & Graduation Rates

#### Beverly Hills High

	04-05	05-06	06-07
Dropout Rate (%)	0	0.1	1.1
Graduation Rate (%)	100.0	99.8	96.8

#### BHUSD

	04-05	05-06	06-07
Dropout Rate (%)	0.1	0.4	1.7
Graduation Rate (%)	98.6	99.2	95.8

#### California

	04-05	05-06	06-07
Dropout Rate (%)	3.1	3.5	4.4
Graduation Rate (%)	85.0	83.0	79.5

### Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements\* 2006-07\*\*

Beverly Hills High	BHUSD	California
95.8%	96.0%	80.3%

Graduation Rate Formula:

# of Graduates divided by CBEDS 12th Grade Enrollment

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

\*\*Most current information available.

### TEACHING LOADS

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

#### Teaching Load Distribution Departmentalized Instruction

Subject	Avg. Class Size	2005-06		
		1-20	21-32	33+
English	23.7	62	36	7
Math	28.4	7	56	12
Science	29.7	5	36	8
Social Science	25.8	32	27	13
2006-07				
English	22.0	73	37	4
Math	26.7	18	55	9
Science	26.8	9	45	3
Social Science	26.1	15	50	5
2007-08				
English	23.2	62	44	3
Math	25.0	32	51	4
Science	27.1	10	44	3
Social Science	26.9	11	57	1

### INSTRUCTIONAL TIME

During the 2007-08 school year, Beverly Hills High School offered 180 full days of instruction comprised of 14 minimum days and 166 regular days. Minimum days were held to facilitate student assemblies and STAR testing. All instructional minutes offered at Beverly Hills High School exceeded state requirements specified in the California Education Code. The state requires students in grades 9-12 to receive a minimum of 64,800 minutes of instruction annually; Beverly Hills High School offered 67,122 minutes of instruction for the 2007-08 school year.

## District Adopted Textbooks (Grades 9-12)

Adopted	Publisher	Series
<b>Math</b>		
2000	Glencoe	<i>Pre-Algebra, Algebra</i>
2006	McDougal Littell	<i>Algebra II</i>
2007	Glencoe	<i>Basic Geometry</i>
2002	Glencoe	<i>Geometry</i>
1996	Glencoe	<i>Math Applications &amp; Connections</i>
<b>Language Arts</b>		
1999	Harcourt	<i>Adventures in American Literature</i>
1996	Scott Foresman	<i>Literature and Integrated Studies</i>
1997	Heinle & Heinle	<i>Voices in Literature</i>
2007	Holt	<i>Mastering the California Standards in English - Language Arts (Courses 3 to 4)</i>
2007	Pearson AGS Globe	<i>Exploring Literature, British Literature, American Literature, World Literature</i>
<b>Science</b>		
2007	McDougal Littell	<i>Biology</i>
1996	Glencoe	<i>Life Science, Physical Science</i>
<b>Social Science</b>		
2007	Glencoe/McGraw Hill	<i>American Government: Democracy in Action</i>
1999	Houghton Mifflin	<i>The American Pageant</i>
2003	Pearson/Prentice Hall	<i>Civics Participating in Government</i>
1994	Glencoe	<i>Economics</i>
2006	AGS Publishing	<i>US History (EL)</i>
1998	Prentice Hall	<i>World History Connections to Today</i>
<b>Foreign Language</b>		
2004	Glencoe McGraw-Hill	<i>Spanish: Buen Viaje</i>
2004	Gozlan's Sefer Israel, Inc.	<i>Hebrew: Hebrew 1 Ivrit Esre</i>
2004	Gozlan's Sefer Israel, Inc.	<i>Hebrew 3-4 and 5-6 from Scratch</i>
2005	Pearson/Prentice Hall	<i>Latin: Ecce Romani</i>
2004	Glencoe McGraw-Hill	<i>French: Bon Voyage</i>

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

On October 7, 2008 at 7:00 p.m., Beverly Hills Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #2008-2009-007 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 2008-09 school year, all students enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

### SCHOOL LEADERSHIP

Leadership at Beverly Hills High School is a responsibility shared among school administrators, instructional staff, and parents. Teamwork between the principal and three assistant principals ensures both curricular and operational components of Beverly Hills High School function properly. The principal is responsible for day-to-day operations and the overall instructional program. Each assistant principal is assigned to "House" and responsible for student discipline and guidance from a designated team of counselors. Based on individual strengths, assistant principals are assigned additional responsibilities to support curriculum and operational components of the school.

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

The School Site Council (SSC) is comprised of administrators, teachers, students, and parents and meets once a month. The SSC is responsible for reviewing and approving the school site plan, the school safety plan, and annual budget. Council members serve as a liaison between the school and community. During the 2007-08 school year, Beverly Hills High School's Instructional Leadership Team (ILT) was created to develop educational curriculum and goals and to work in configuration with the SEC and SSC.

### SPECIALIZED INSTRUCTION

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

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

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

Students identified as English Learners (EL) are placed with a teacher who has been certified by the state to teach English learners. EL students are provided differentiated instruction in the general education classroom. Students may be enrolled in an English Language Development class as a supplement to regular language arts and focus on language development, reading skills, vocabulary development. In some cases, students may be enrolled in an EL version of core classes (ie, EL social studies) until they gain increased fluency in understanding the English language. As students increase fluency in the English language, Beverly Hills High School continues to monitor their performance through the CELDT

and adjusts instruction as needed to ensure continued success.

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

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

- Intervention counselor service: provides personal and academic guidance for students at risk of failing coursework or not meeting graduation requirements
- Peer tutoring
- Teacher tutoring: during block schedule on Wednesday mornings and Thursday afternoons
- CAHSEE prep classes: offered through the Adult School and Independent Study
- Maple Center tutoring: after-school tutoring is provided by community volunteers. Parents may contact the center directly to arrange for tutoring sessions
- Choices Program: support program for students who are struggling with drug and alcohol issues
- Intro to High School: eighth grade graduates are invited to an Intro to High School course held during the summer before they enter the ninth grade at Beverly Hills High School. The course serves as a transitional intervention to help prepare students for overall success in the secondary program
- Algebra-A Intervention: after-school program for students struggling in Algebra-A
- "Every 15 Minutes": program where students experience a simulated drunk driving tragedy on campus and discuss the ramifications. For more information visit <http://www.every15minutes.com>

## COLLEGE PREPARATION & WORK READINESS

### COLLEGE PREPARATION COURSES

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

### Enrollment In and Completion of UC/CSU-Required Courses 2006-07\*

	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	80.0
Graduates Who Completed All Courses Required for UC/CSU Admission	60.3

\*Most current data available.

### UNIVERSITY OF CALIFORNIA

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates,

as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site 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 Web site at <http://www.calstate.edu/admission/>.

#### ADVANCED PLACEMENT

In 2007-08, Beverly Hills High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2007-08		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	1	0.70%
English	2	17.07%
Fine & Performing Arts	1	0.87%
Foreign Language	2	1.74%
Math	3	6.82%
Science	4	10.46%
Social Science	4	12.36%
All Courses	17	50.02%

#### WORKFORCE PREPARATION

Beverly Hills High School recruited a full-time ROP counselor to provide structured post-secondary education and career planning services. Students are addressed as a group in tenth grade and introduced to Beverly Hills High School's college planning and vocational education programs and then counseled on an individual basis annually during their junior and senior years. Career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, performance reports, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress every four weeks as part of their time reports.

Each year in the spring, Beverly Hills High School sponsors a comprehensive Career Day Conference featuring many guest speakers who want to share their knowledge and professional experiences. Over 170 community volunteers conduct mini workshops and host presentations. Students select a menu of workshop in the industries they are interested in. Beverly Hills High School welcomed representatives from the following industries: performing arts, medical and health services, television/movie production, business, sales and marketing, photography, criminal justice, physics and astronomy, modeling, acting, jewelers, law, pharmacy technicians, fire science, architecture, municipal services, culinary arts, and real estate.

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students who are in eleventh grade or are 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, contact the school's career center. Work experience opportunities are provided through the regional occupation program.

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

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

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

Beverly Hills High School is a member of California DECA, a statewide student organization that promotes leadership and personal development for students interested in marketing, management, and entrepreneurship. Students gain on-the-job experience, network with leaders in the industry, build a portfolio, travel, and win awards and scholarships while learning about business and marketing strategies. Students may visit room 191 for more information.

#### Regional Occupational Program

2007-08

ROP Steering Committee Representative: Steve Rapaport

#### ROP/Vocational Education

Advanced Film & Video Prod.	Psychology /Teen Line
Entertainment Marketing	Psychology Careers
Entrepreneurship	Retail Marketing
Fasion Technology	Robotics
Game Programming	Sport Marketing
Hotel Management	Sports Medicine
Intro to Marketing	Teachers Assistant
Intro to TV & Radio	TV Production
Office Occupations	Virtual Business

#### Career Pathways

AV Technology & Communications	Home Economics
Business Occupations	Marketing
Business Technology	Marketing Careers
Health Science	Media of the Arts

#### Career Technical Education (CTE)

#### Program Participation

2006-07\*

Total Number of Students Participating in CTE Programs	956
Percentage of Students Completing CTE Program and Earning a High School Diploma	100.00%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

\* Most recent information available.

## PROFESSIONAL STAFF

#### TEACHER ASSIGNMENT

Beverly Hills High School recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, the school employed 105 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements

#### Teacher Credentials & Assignments

	Beverly Hills High				BHUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	103	109	110		281	296	303	
Teachers with Full Credential	100	106	105		277	290	298	
Teachers without Full Credential	3	3	5		4	6	5	
Teachers in Alternative Routes to Certification	2	2	5		2	5	5	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	1	1	0		2	1	0	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	5	2			11	6		
Teacher Misassignments - Total	32	48	0	0	45	75	0	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	32	48	0	0	45	75	0	0
Teacher Vacancies	0	0	0	1	0	0	0	1

#### Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Beverly Hills High	99.8	0.2
District Totals		
All Schools	99.7	0.3
High-Poverty Sch.		
Low-Poverty Sch.	99.7	0.3

#### Teacher Education Levels

2007-08

	Beverly Hills High	BHUSD
	%	%
Doctorate	3.6	2.0
Master's Degree plus 30 or more semester hours	42.7	37.0
Master's Degree	19.1	22.4
Bachelor's Degree plus 30 or more semester hours	26.4	31.4
Bachelor's Degree	8.2	7.2
Less than a Bachelor's Degree	0.0	0.0

in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

In the table on page 7 which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

### TEACHER EVALUATIONS

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

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

Probationary teachers are formally evaluated every year, permanent (tenured) teachers are evaluated once every two years. Evaluations are conducted by the principal or assistant principal who has been trained and certified for competency to perform teacher evaluations.

### SUBSTITUTE TEACHERS

Beverly Hills Unified School District has a pool of 95 qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Beverly Hills High School does not experience difficulty in obtaining a qualified substitute teacher from the district's pool. In the event a substitute teacher is not available for an absent teacher, the principal, assistant principal, counselor, or other available certificated personnel will fill the role of the substitute.

### 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. The school resource officer meets with students throughout the school year to explain ways to resist peer pressure and live productive drug and violence-free lives (DARE - Drug Abuse Resistance Education).

### Counselors & Support Personnel

(Nonteaching Professional Staff)

2007-08

	No. of Staff	FTE	Average Number of Students per Counselor
Counselor	8	8.0	293.5
ROP Counselor	1	1.0	
Intervention Counselor	1	1.0	
Psychologist	2	1.5	
School Nurse	1	0.5	
Health Clerk	1	0.8	
Speech & Language Therapist	1	As needed	

FTE = Full-Time Equivalent

Beverly Hills High School's intervention counselor provide counseling services focused on social issues as well as drug and alcohol abuse. Students may volunteer for counseling or may be referred by their teachers, parent, academic counselors, or administrators. The intervention counselor reviews student grades every five weeks to identify struggling students and address the academic or social issues that may be impacting their educational performance.

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

Beverly Hills High School welcomes volunteers from the city's Maple Center, a regional counseling center, that sponsors activities with the students and discussions on social and conflict resolution skills.

## DISTRICT EXPENDITURES

### SALARY & BUDGET COMPARISON

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

	Salary Comparison 2006-07	
	BHUSD	State Avg. of Districts in Same Category
Beginning Teacher Salary	\$43,012	\$39,692
Mid-Range Teacher Salary	\$67,971	\$62,830
Highest Teacher Salary	\$80,617	\$80,472
Average Principal Salaries:		
Elementary School	\$111,754	\$98,460
High School	\$126,180	\$114,549
Superintendent Salary	\$200,000	\$166,547
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.1 %	40.2 %
Administrative Salaries	4.6 %	5.8 %

### EXPENDITURES PER STUDENT

For the 2006-07 school year, Beverly Hills Unified School District spent an average of \$9,879 of total general funds to educate each student (based on 2005-06 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

### Current Expense of Education per Pupil

2006-07

Expenditures Per Pupil	Beverly Hills High	BHUSD	% Difference - School & District	State Avg. for Districts of Same Size & Type	% Difference - School & State
Total Restricted and Unrestricted	\$6,062	\$6,565	92.3%	N/A	N/A
Restricted (Supplemental)	\$414	\$444	93.2%	N/A	N/A
Unrestricted (Basic)	\$5,648	\$6,120	92.3%	\$5,300	106.6%
Average Teacher Salary	\$62,436	\$69,296	90.1%	\$62,157	100.4%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received approximately \$4,640 per student in federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- Department of Rehabilitation
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials, Library Materials and Education Technology
- K-12 Service Learning Initiative
- Peer Assistance & Review Program for Teacher
- Pupil Retention Block Grant
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Title I, II, III, IV, & V
- Tobacco-Use Prevention Education
- Vocational Programs

## SARC DATA & ACCESS

### DATAQUEST

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

### PUBLIC INTERNET ACCESS LOCATION

Parents may access Beverly Hills High School's SARC and access the internet at any of the county's public libraries. The closest library to Beverly Hills High School is the Beverly Hills Public Library located at 444 North Rexford Drive, Beverly Hills, CA 90210-4877.

Open to the Public: Mon.-Thurs. 10:00-9:00

Fri.-Sat. 10:00-6:00, Sun. 12:00-5:00

Phone: (310) 288-2220

[www.bhpl.org](http://www.bhpl.org)

Number of Computers Available: 22

Printers Available: Yes