



**BEVERLY HILLS HIGH SCHOOL
SELF-STUDY REPORT**

**241 S Moreno Dr,
Beverly Hills, CA 90212**

Beverly Hills Unified School District

January 27 - 30 2019

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2017 Edition (Edited for 2018-2019 SY Visits)**

TABLE OF CONTENTS

Preface 2

Chapter I: Progress Report 3 -7

Chapter II: Student/Community Profile and Supporting Data and Findings..... 8 - 26

Chapter III: Self-Study Findings 27 - 90

 A: Organization: Vision and Purpose, Governance, Leadership, Staff,
 and Resources 27 - 43

 B: Standards-based Student Learning: Curriculum 44 - 53

 C: Standards-based Student Learning: Instruction 54 - 64

 D: Standards-based Student Learning: Assessment and Accountability 65 - 72

 E: School Culture and Support for Student Personal and
 Academic Growth Culture 73 - 89

 Prioritized Areas of Growth Needs from Categories A through E 90

Chapter IV: Summary from Analysis of Identified Major Student
Learner Needs 91

Chapter V: Schoolwide Action Plan..... 92 - 98

Appendices 100 - 101

Preface

The BHHS community consistently works to self-evaluate and to work to ensure student needs are being met. Individual departments collaborate many times during the course of each school year to evaluate student performance, revise common assessments and revisit the Student Learning Outcomes. Each year the WASC coordinator updates the school profile with timely data, records the school's responses to the WASC recommendations, and leads the school community in review of both the Action Plan and the Student Learning Outcomes. Through this process, the leadership team also discusses and addresses the critical learning needs of the students based upon the profile data. However, the process to complete this self-evaluation formally began in August of 2017 at the opening day staff meeting.

The following is the link to the record of the school wide work done to prepare the self-study report:

https://docs.google.com/document/d/19YUCK_ArRksmDschUDnZmD9OXiJjerkq432boN0xsY/edit?usp=sharing

Chapter I: Progress Report

BHHS Current Work on Recommendations 2017/2018 and 2018/2019

The following recommendations were left by the visiting team in March 2016. Below each is a record of our school wide work towards achieving these goals.

1. The Administration, Staff and Students need to develop and implement a plan to continue to strengthen social and individual responsibility as they continue to promote the “Beverly Hills Way.” The Administration, Staff and Students need to develop and implement a plan to continue to strengthen social and individual responsibility as they continue to promote the “Beverly Hills Way.” (This was a recommendation that the school proposed and since there has been such a complete change in leadership has not been duly addressed. When speaking with staff and administration they suggested that perhaps this could be combined with recommendation number five and the student learning outcomes or dropping the slogan “Beverly Hills Way” and addressing the social and individual responsibility aspect in other ways. The school needs to decide how they wish to proceed after careful deliberation of the entire staff and input from all stakeholders.)

The BHHS community continues to struggle to find an appropriate “character education” program that works effectively in grades 9 - 12. However, despite the absences of a formal program, the BHHS staff actively works to address character education in a variety of ways.

Examples of Character Education:

- Continued Link Crew participation in Freshmen Orientation
- Assembly (9/12) addressing the issue of poverty in Los Angeles as connected to the common summer reading text *Hillbilly Elegy*. Jessie Kornberg, the President and CEO of Bet Tzedek spoke to students about her work giving legal representation to the poor.
- Suicide Prevention week Sept 12 – 15. Suicide prevention activities and awareness presented to the entire student body on September 13th. Teachers decorated classroom doors throughout the school to demonstrate support.
- Wooden Pyramid Assembly – Oct 10, 2017. Students were again exposed to the Wooden Pyramid. This year the guest speaker, Olympic Gold Medalist, Jordyn Wieber, spoke with the students about the definition of success and the means to achieve personal success.
- January 16, 2018 - Student sponsored Make a Wish Assembly designed to expose our students to the struggles of those children with debilitating diseases and to raise money to sponsor our “wish kid.”
- February 7, 2018 - During a basketball game with our rival school, Santa Monica High School, one of our students posted an inappropriate picture of rival cheerleaders with a racial comment below. This sparked great outrage on both campuses. At BHHS, administrators and school leaders continue to work to allow students and faculty to voice concerns as we as a school community work towards greater in personal understanding.
- February and March 2018 - Various meetings and assembly were held to address the issue of school safety as the district worked to improve

school security by improving fencing around the building and increasing police presence on campus.

- April 2018 - Student and teacher led assembly on the issue of racism on our campus and in our community. This assembly was designed in response to a racial social media student posting which angered and offended many students and staff members.
- April 2018: The BHHS Medical Science Academy (MSA) is sponsoring Team Casey at the 19th Annual UCLA Bruin Run/Walk on April 29th.
- September 2018: Assemblies designed to help students with the issue of suicide. These assemblies trained students to recognize mental health issues in their peers and to refer as needed to Norman Aid.
- Oct 12, 2018: Student Led Walkout to protest the Metro construction planned for underneath the school property.
- Oct 2018: Opt Out Month program presented to the students to help them make good choices regarding drug and alcohol use. Activities this month included Red Ribbon Week Oct 22 - 26
- Oct 30, 2018: MSA students run a candy gram fundraiser with all proceeds going to UCLA's Children's Hospital
- Nov 2018: November is "Netiquette" month designed to help educate our students on how to safely navigate the net and use technology wisely. We will be hosting assemblies, and a lunch time workshop to help inform our students in fun and interactive ways. For parents and staff, there will be a Coffee with Counselors event to discuss digital citizenship.
- Nov 20, 2018: The Vahagn Setian Charitable Foundation sponsors and supports many local events, including the Every 15 Minutes program. Mr. Setian speaks to youth about making positive choices, not limited to drinking and driving.
- December 2018: Service Learning class organizes the annual student trip to Albion Street, our sister school in South Central Los Angeles.

2. The Administration and Staff need to develop and implement a strategic system of support services for subgroups with a focus on ELA and math. (This recommendation was being addressed and the school lost their Title funds. Initially, the subgroups were listed as Spec Ed, English Learners, Economically disadvantaged and African Americans however, in this revisit document were listed as Spec Ed, English Learners and Foster Youth. Defining and identifying the subgroups would assist as a plan or system of support is developed and implemented for all subgroups since a large population of the school fits in this category.)

- Continuation of English support classes at the 11th grade level – In the 2017/2018 school year we had three class periods – all taught by an experienced teacher and all populated with no more than 15 in a class period. Placement in the class was based upon SWPE scores and common grammar assessments. Unfortunately, BHHS lost the funding for these courses for the 2018/2019 school year. However, class sizes were reduced in English classes in 9th and 10th grades in an attempt to support all students.
- Continued implementation of Algebra A and Algebra B classes to support those students who struggle in this introductory math course.
- Continued implementation of three co-taught math classes each of which has a regular education math teacher partnered with a special ed teacher to support struggling students

- After school tutoring provided at Roxbury Park – across the street from the school.
- EL Program including EL classes in Social Studies, World History and US History.
- Teachers continue to offer lunchtime tutoring sessions for students as needed.
- The library continues to supplement their offerings with high interest/low level texts designed to engage the reluctant reader.
- Library Tutoring: This program started with intervention funding and was replaced with BHEF funds this year. The tutoring program has certificated teachers from multiple subject areas meeting with kids from 3 – 4 on Monday through Thursday every day. It is open to any BHHS student.

3. The Administration and Staff need to develop and implement a mathematics program that meets the needs of all students to ensure that students have basic Algebra 1 skills to be successful at each successive level. (The staff has begun implementing a program for mathematics progression to higher level math; however, there is a need to have a discussion to how they will successfully integrate students entering the school that have been enrolled in the integrated math series. There also needs to be a continued focus on ways to bridge the gap on the number of students struggling in Algebra I and then proceeding to Geometry.)

- Currently BHHS offers access to the Algebra curriculum via two different courses: Alg is a one year course while Alg A and B are each one year courses covering half of the Algebra curriculum each year. Algebra A/B are courses designed for students who struggled in 8th grade math and are populated based upon 8th grade teachers recommendations. The courses are taught at a slower pace, giving students more time to process material. In 2017-18 we offered two additional sections of Algebra A/B for a total of 4 Algebra A and 2 Algebra B sections, as we have seen an increase in the number of students coming to BHHS with greater need for support in Algebra. Additional sections will also keep the enrollment lower than other courses, giving students access to more direct teacher support. This year, 2018-19, we have 3 sections of Algebra A and 2 Algebra B. The number of sections is based on the number of students recommended by the 8th grade teachers.
- BHEF formerly offered a summer Algebra refresher course offered to incoming 9th graders if they feel that they need support prior to making the transition to high school. However, BHEF no longer offers this class due to low enrollment.
- BHHS is utilizing new Alg 1 textbooks aligned with the common core.
- Each math teacher has access to a cart of laptops for students to use during class.
- BHHS has a peer tutoring program through the College Center, and a teacher-tutoring program in the library. Students are able to drop in on a needs basis or schedule an appointment.
- In response to the integrated math suggestion:
 - In 2017, the math teachers conducted a survey within their classes and found that we are currently serving 79 transfer students. From that group 20 came to us from a school that was using the integrated math curriculum, which is 1.3% of our 1478 student population. Of those 20, 3 students transferred from within the United States and 17 came from another country. Of those 20, 8 are successfully enrolled in AP Calculus

AB. We will continue to use a placement test to ensure that students coming from an integrated math curriculum are placed correctly.

- In October 2018, the math teachers again conducted a survey and found that we are currently serving 81 transfer students. From that group, 31 came from a school that was using the integrated math curriculum, which is 2.2% of our 1392 student population. Of those 31, 7 transferred from within the United States and 24 came from another country. Of those 31, 16 are successfully enrolled in either an Advanced Placement or Honors Math Courses.

4. The Administration and Staff need to develop and implement structured collaboration time to ensure each teacher has the opportunity to communicate with all stakeholders to best serve all students at BHHS in the following areas: common assessments, best practices, differentiated instruction and technology. (The school in collaboration with the teachers union has scheduled some time for teachers to prepare and share within departments. The focus of these meetings needs to give priority and accountability to common assessments, differentiated instruction, data analysis and decision making that drives instruction.)

- Collaboration continues to be a priority at BHHS. We have two collaboration sessions scheduled each month. Some of these periods will be devoted solely to departmental collaboration while others will be whole school collaboration/professional development. Six of the sessions of the 2017/2018 school year were devoted to the self-study process of WASC accreditation. Two sessions of the 2018/2019 school year were devoted to the WASC process.
- September 28, 2017 Collaboration was devoted to beginning the WASC self-evaluation process. All involved stakeholders met as a large group to evaluate data from a student survey given in May 2017 and to compare that data with the faculty response to the same survey. Then we broke into Focus Groups to begin the discussion of the strengths of the school and the areas of potential growth. Faculty, staff, admin, parents and students were all involved in this process.
- Oct 5, 2017 collaboration – Whole staff presentation by Assistant Superintendent of Student Services, Laura Chism. She spoke to all of us about Accommodations & Modifications. Then each department independently evaluated the current SLOs to check that they still are appropriate for our school community.
- November 2017 Collaborations - Nov 2nd and Nov 30 The November 2nd collaboration time allowed for each department to work as a team to develop and review current department practices, including common assessments. The Nov 30th collaboration was used as a time for the whole school community to begin work on the writing of the WASC report.
- December 14, 2017 - Departments were again given this collaboration time to work on department specific goals/objectives/assessments.
- January 2018 collaborations (11th and 25th) - January 11th was given this collaboration time to work on department specific goals/objectives/assessments for the second semester. January 25th was used to continue the WASC self-evaluation process.

- January 29, 2018 - All faculty and staff were invited to attend a staff meeting wherein the administrators addressed the issues of school safety and of the rising problem on campus of vaping.
- February 2018 collaborations (8th and 22nd) February 8th was given this collaboration time to work on department specific goals/objectives/assessments for the second semester. February 22nd was used to continue the WASC self-evaluation process.
- March 2018 collaborations (8th and 29th) March 8th was given this collaboration time to work on department specific goals/objectives/assessments for the second semester. March 29th was used to continue the WASC self-evaluation process.
- Collaboration time on April 19th and May 17th was given to the faculty to complete online CPR and safety training.
- The final WASC collaboration time of the 2017/2018 school year was on May 3rd.
- August 23, 2018 - Department collaboration
- September 20, 2018 - WASC Focus Group collaboration
- Oct 4, 2018 - WASC Focus Group collaboration
- November 15, 2018 - Whole Staff Thanksgiving luncheon (community building)
- December 13, 2018 - Department Collaboration
- The English, Math, Social Studies, and Science departments also participate in common grading collaborations at various times throughout the school year.

5. The Administration, Faculty, and Staff needs to review and clarify current ESLRs and implement a formalized measurable and quantifiable connection to curriculum, instruction, assessment, and school culture. With the revision of the ESLRs, additional opportunities for growth in the area of instructional strategies, curriculum development, and the use of assessments to inform instruction will be created. (In the revisit report, the school did address the ESLRs and renamed them student learning outcomes and did put some measureable connections however, the integration within the curriculum, instruction, assessment and school culture needs to be addressed and implemented. This needs attention by the entire staff to ensure all staff members are aware of the value and effect the student learning outcomes have on student personal, academic, and social growth as defined by the school.)

- ELSRs have been renamed Student Learning Outcomes.
- At the 2017 opening Professional Development day (August 14th) – whole staff reviewed the SLOs and shared out plans to implement them in their classrooms.
- SLO's included in the end of the year student survey as a means to evaluate to what extent the students believe that they have reached these goals.
- Each department (on Oct 5, 2017) was tasked with discussing and re-evaluating the SLOs to ensure that they continue to represent our goals here at BHHS.
- During the 2018/2019 school year, BHHS staff continues to reinforce the importance of the SLOs as represented by the posters in each classroom.

Chapter II: Student/Community Profile and Supporting Data and Findings

Founded in 1927, Beverly Hills High School (BHHS) is a four-year, college-oriented, comprehensive public high school serving 1387 students. As part of the Beverly Hills Unified School District (BHUSD), Beverly Hills High School is the sole high school in the five school district. The other four schools are K-8 campuses all of which feed into BHHS.

Beverly Hills High School follows a traditional calendar schedule (180 student days; 3 staff development days; 3 student-free days, one at the beginning of each semester and graduation day). With 151 course offerings including 61 electives, Beverly Hills High School students experience an extensive and challenging range of studies designed to develop the skills they need to succeed in college, the workplace and life. All classes meet at least 270 minutes per week, with the exception of Advanced Placement science classes, which meet an additional 50 minutes per week, on a traditional schedule.

Mission of Beverly Hills High School

The mission of Beverly Hills High School is to ensure that our students are compassionate, analytical, and responsible citizens through an educational system characterized by state-of-the-art technology; a standards-based interdisciplinary curriculum; student-centered active learning; an appreciation and respect for diversity; strong parent and community involvement; and a nurturing environment where all members share a passion for life-long learning.

Our vision of a graduate of Beverly Hills High School is that

- **All students will be prepared to demonstrate higher order thinking skills.**
- **All students will develop the character to function as humane citizens and active participants in society.**
- **All students will be prepared for higher education and /or employment within this rapidly changing global society.**

School Leadership Structure

Beverly Hills High School is organized according to a “House” Structure, with three Houses (A, B, and C), which provide a cohesive arrangement for student guidance and discipline, teacher evaluation, and program management. Each House is administered by an Assistant Principal. Students are assigned to a House, which includes four years with the same counselor and Assistant Principal.

The Principal and three Assistant Principals share administrative responsibilities for the operation of the school. They are assisted by the Secondary Education Council (SEC), a group composed of Department Chairs, the Head Counselor, the Head Librarian, the Athletic Director, ASB Director, and WASC Coordinator who meet each month to discuss school leadership issues. Following the SEC meeting each month, there are individual department meetings, bi-monthly department/staff collaborations, and a staff meeting.

School Site Council is an additional leadership group that provides input and direction for the school’s Single Plan for Student Achievement which is aligned with the LCAP. Composed of a body of teachers, students, parents, a classified staff member, and an administrator, School Site Council monitors the implementation of the Single Plan and the Safe School plan throughout the school year.

Parent/Community Organizations

Parent Organizations

The parent members of the Parent-Teacher-Student Association (PTSA) have contributed to many school activities:

Transition Activities including:

- An 8th-9th grade transition program through Norman Aid
- Link Crew, our new student orientation program.
- BHHS College Connections Fair, involving over 60 schools and 500 students
- Health classes through BHEF summer academy

PTSA Support:

- The PTSA works with BHHS department chairs to identify short and long term needs for departments, allocate funds, and assist with purchasing wish list items.
- The PTSA funded the purchase of laptops for use in preparation for the SBAC testing, new technology in the library, and five digital media monitors in the main hallway and the 3rd floor patio.
- The PTSA also assists with:
 - Basic classroom supplies for all teachers
 - Classroom “Wish Lists”
 - BHHS summer registration
 - Back-to-School Night fundraising
 - New Parent Orientations
 - ASB event support
 - Graduation Rehearsal programming
 - *Every 15 Minutes* program (Feb 2015, Feb 2017), a drunk-driving awareness program that helps students make good choices.
 - Every month, our PTSA hosts a monthly “Thank You Tuesday” event for the staff,

Funding: In brief, the PTSA has funded much of the school’s technology (computer labs, desktops, laptops, iPads, ENO Boards, LCD projectors, and SMART boards), classroom supplies, the Naviance Resource, www.turnitin.com registration (until 2017), ASB spirit packs, ProQuest license for the library, and more.

Community Organizations

Beverly Hills High School is supported by a number of community organizations. Financial support is provided by the city through a Joint Powers Agreement, which allows for community use of athletic and academic facilities. Financial support is also provided by The Beverly Hills Education Foundation (BHEF), an organization that contributes to many programs and resources for BHUSD schools, including Beverly Hills High School.

Numerous community organizations also collaborate with our high school programs. UCLA, Cedars-Sinai Medical Center (Teen Line and Medical Science Academy), The Claire Foundation (Choices Drug/Alcohol counseling) and the Beverly Hills Maple Counseling Center provide physical and mental health services on campus and in the community. Collaboration with the UCLA Sports Medicine program provides the campus with medical assistance for sports events. These well-established health partnerships coordinate services to students and their families.

BHHS has a very clear relationship with the Beverly Hills Police Department (BHPD) and Beverly Hills Fire Department (BHFD). Officer Stephanie Frias, the school liaison officer, is a

frequent presence on campus. The high school also benefits from support from three to four BHPD traffic control officers each morning between 7:30 and 8:00 am during student drop off. BHHS has a regular emergency drill schedule, with 1 - 2 drills each month. All of these drills happen with collaborative support from both BHPD and BHFD.

Community Foundation Programs

Our partnership with the Beverly Hills Education Foundation (BHEF) further exemplifies the commitment of the community to the schools. The BHEF provides funds for a College Counselor at the High School, Performing Arts programs, stipends for athletic coaches and club sponsors, the library tutoring program, along with several other programs. The BHEF also allocates a portion of its annual money to each school's principal to select additional extracurricular programs to benefit each student population. This year, the High School will receive \$60,000. The city of Beverly Hills provides the district with additional financial support through the Joint Powers Agreement. The city pays nearly \$9.4 million annually to the district in exchange for community use of athletic and academic facilities.

Career and Technology Education

BHHS has an extremely active CTE Advisory Committee, comprised of administrators, teachers, industry leaders, staff, and students, who are passionate about creating and maintaining meaningful and relevant CTE courses, clubs, and real world experiences for our students. Under the direction of our CTE Coordinator, our dedicated members meet three times per year as a group and additional times in small committees, working to strengthen our school-business partnerships for the benefit of our students. Our CTE Coordinator utilizes business connections to pursue partnerships for our programs, speakers for our classes, professionals to lead mock interviews.

CTE Pathways include: Arts, Media, Entertainment: Audio Production (Intro), Music Industry Careers (Adv) Arts, Media, Entertainment: Intro to Broadcast, Film and Video Production (Adv), Field Video, Telecommunications, TV Tech Business and Finance: Personal Finance (Intro), Robotics Business (Intro), Branding and Marketing (Adv) Engineering: Robotics Build (Intro), Robotics Build (Adv) Healthcare: Sports Medicine (Intro), Sports Medicine (Adv) Hospitality: Culinary Arts, Intro, Culinary Arts, Adv Catering

BHHS provides a truly dynamic Career Day experience for every student. This past spring, we hosted 125+ speakers to inspire our students regarding 80+ different careers and career pathways. We include alums to help strengthen our business ties for our students. In 2018 we launched "Career Exploration Day," on which 30 students were hosted at various businesses in different sectors for tours and informational sessions, including the LA Galaxy, Waldorf Astoria, the Spain Embassy, and more.

Safety Conditions

Comprehensive programs are in place to ensure a safe learning environment. Our Safe School Plan, developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements, includes procedures for reporting disasters, child abuse, and sexual harassment; teacher notification on dangerous students, suspension/ expulsion procedures, school rules and regulations, dress code prohibiting "gang related apparel," and school discipline. School-wide standards relating to student behavior are reviewed on the first day of each semester. Areas covered include school attendance; drug, alcohol, and tobacco regulations; the cheating policy; appropriate attire; closed campus; cell phone use, and appropriate behavior.

Over the past several years, BHUSD has been committed to addressing safety and security needs on all campuses. The Principal and three Assistant Principals coordinate with district administration and community agencies to create and organize processes to ensure the safety of all students and staff. Beverly Hills High School works closely with the district's Maintenance and Operations Department for larger projects, routine facilities maintenance projects, and school inspections. BHHS also works closely with BHPD and BHFD to coordinate security practices with city emergency protocols. BHUSD recognizes that School Safety is an issue requiring ongoing analysis to meet the changing needs of a large and busy campus. BHHS continues to focus on future needs for the campus. Bond Measure E construction and now Bond Measure BH will lead to the development of new processes for ensuring the safety of students and staff. The administration will continue to seek input from all stakeholders so that communication is ongoing and current in order to provide a safe and secure environment for all students at Beverly Hills High School.

Safety Infrastructure Improvements:

Two significant improvements were made in the 2017-18 school year regarding high school safety infrastructure.

During the Fall Semester, we recognized a deficiency in our safety communication infrastructure. We inventoried every bell and PA speaker in the school and discovered significant deficiency in the STC, in the Salter Theater area, PE and in the old building. In the Spring Semester, our district hired a company to replace all of the failing speakers and bells on the campus. At this point, we have close to 100% coverage across the campus; the areas with no coverage right now are the 1st floor old building which houses the robotics workroom, the architecture room, and Theater 40. In addition to these communication improvements, we have also replaced Remind.com with Share911 as a push-message app for communication with staff. This allows staff to report and communicate back with high school administration and city safety officers.

The second significant safety improvement from 2017-18 was the addition of the perimeter fence. This fence has 15 gates. 7 gates remain locked at all times. 5 gates remain locked during high school hours (7am – 4pm). This leaves three gates (Gate 1, Gate 2, and Gate 7) that remain open during the high school day. During school hours, these three gates are secured by security personnel. Security personnel are expected to check all student ID's at Gates 1 and 7. Visitors must receive security clearance and an identifying sticker or badge. Gate 2 is the traffic gate. Only permitted students and staff may enter Gate 2 for parking. Visitor parking remains in Gate 7 where cars and guests may be checked in. At this point, during school hours, Beverly Hills High School is now a closed, secured campus.

While these two improvements have been significant in creating a reliable safety infrastructure, BHHS in conjunction with BHUSD continues to seek even more safety infrastructure. For example, our district is piloting keeping two armed security units on the high school perimeter. These two units are highly visible and may act as a deterrent to potential violence from outside the campus. The district is also in the process of deploying campus surveillance cameras in hallways, stairwells, roadways, fields, and fences. The district is working with iXero to create a "fusion center" where information gathered from cameras and other inputs can be disaggregated and followed up on in a proactive way. Additionally, the Beverly Hills Police Department provides traffic control in the morning and after school. Each morning as students arrive on campus, security officers and administrators monitor designated areas. 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 and administrators ensure students either travel to after-school activities or leave campus in a safe and orderly manner.

Student Mental Health:

Although our school has low incident of physical altercations, violence, or bullying, Beverly Hills High School is committed to serving a diverse student body by providing counseling, conflict mediation, crisis management, and preventative programs. We recognize that conversations around stress, depression, and suicidal ideation remain points of considerable physical concern on our campus. To meet these mental and physical health needs, we offer counseling, peer counseling, monthly aid programming, and Normanonymous.

Our NormanAid program offers a unique array of supports for all stakeholders.

- Student, Staff, & Parent Education
- Mental Health Awareness Months (each month with a specific theme/target)
- Resource Tables (where students receive literature, information and support services)
- School-wide activities like Red Ribbon Week, Suicide Prevention Day and Stress Less Week and Monthly Aid Discussions
- Counseling

BHHS expends a great deal of effort working with students on mental health and creating a feeling of belonging on campus. According to California Healthy Kids Survey, over 80% of high school students feel a “moderate” or “high” connectedness at BHHS. In order to continue working with students to connect, the high school has programs like Link Crew, which helps incoming 9th graders meet supportive upperclassmen. Of our 345 freshman, 75% of students participated. Afterward, new and incoming freshmen that missed the event and were identified and our counseling staff met with each of these students to talk to them about opportunities to connect on campus in one of our 100+ clubs, sports teams, and extra/co-curriculars.

Student sleep and anxiety-related concerns remain a topic of concern at our school. In ASB and SSC, student concerns about the amount of testing and the resulting lack of sleep remain a topic of concern. These concerns are addressed in SEC meetings and several steps have been taken to try to help students negotiate the demands of homework and test-preparation.

Finally, in order to help students negotiate their mental health concerns, the high school continues to provide services to students who need emotional support at the Norman Aid Center, which is staffed with support from Maple Center therapists who meet with up to twenty students a day. Beverly Hills High School also continues to provide the services of a Peer Mediation and Peer Counseling Program, an Intervention Counselor, Maple Center services, six guidance counselors, and crises response training.

Cleanliness

The school custodial staff and the district’s Maintenance and Operations 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 the BHUSD’s approved cleaning standards and policies outlined in the custodial handbook. Older climate surveys indicate concerns about facilities and cleanliness. It is challenging for our current custodial, grounds and maintenance to upkeep an older building and large grounds especially with active construction in two different sites on campus. This remains a challenge on our campus.

Adequacy of School Facilities

Facilities at the high school are adequate for sustaining program needs. In addition to 110 classrooms (including science labs), the campus contains a library, a television studio, an auditorium, a lecture hall, a multipurpose room, a little theatre, four desktop computer labs that teachers may sign up for class use, eight hundred laptop computers on twenty-five portable carts for use within classrooms, five additional specialty labs, a College/Career Center, a choral room, and three administrative offices. There are boys' and girls' locker room areas, a swim gym, a football field, an all-weather track, two weight rooms, along with dance rooms, gyms, and other classrooms within the PE facilities. Original school buildings were constructed in 1927; the Swim Gym was completed in 1940 and between 1967 and 1979, the north wing to the main building, a five-story building with three levels of classrooms and a two-level parking garage were completed. The campus also includes a science and technology center (STC), which was opened in the fall of 2007.

The auditorium has been deemed unsafe in case of an earthquake. The plans to retrofit, along with upgrades to the sound and light systems, backstage areas, offices have been approved by DSA, and the work will begin in the near future. The estimate date of completion is June 2021. The money has been set aside through a City wide bond measure. Buildings B1 and B2 are currently under construction using Measure E money and funding from Measure BH, which passed in the summer of 2018. Construction on Buildings B3 and B4, which currently house our performing arts classes and the Salter Theater will begin in the near future. In response to this major construction, many teachers were moved to "cottages" two years ago. This area is referred to as The Village.

Library

Our library is open for students 42.5 hours per week and is staffed by a full-time certificated library teacher and full-time library technician to provide research and learning support to BHHS students and staff. Library services include instruction by the library teacher in research and citation techniques utilizing both electronic and print resources that the students will be expected to use in college. The library houses approximately 20,500 print books and provides students access to over 30,000 electronic books. Students have access to tutorials, research materials, and other information through the school library's website, bhhslibrary.com, which is linked to the BHHS home webpage. Other services of the library include providing new titles to students via a forty-eight hour request form, after school tutoring by certificated teachers, and rooms for study groups and club meetings.

Technology

There have been many exciting developments in the BHHS technology world over the last year. The network, including the wireless network, has been significantly upgraded, offering students, staff and parents easier access. Each access point can now handle twice as many devices. In addition to its dedicated IT technician, the campus now has 1 full time and 1 part time instructional technology coach to provide professional development, and support to the staff. These coaches work to meet teachers' needs and provide individualized guidance, which was minimal in the past. Teachers receive this professional development in staff meetings, department meetings, and individually. Additionally, the district has transitioned to G-Suite for all communication, calendaring, and document storage. This has been a great adjustment for the staff. In January, the campus will begin a 1:1 device rollout with the 11th grade. The goal is to put a device in every students' hands by the beginning of the 2019-2020 school-year. Starting in the fall of 2018, the district started to move toward full implementation with a Learning Management System (LMS), Schoology.

WASC ACCREDITATION HISTORY: In 2013, the school received a six year clear with a one day three year visit. In 2016, the school received a three year accreditation with the requirement of completion of a report addressing the critical areas of follow-up.

WASC Schoolwide Critical Areas for Follow-up 2016

1. The Administration, Staff and Students need to develop and implement a plan to continue to strengthen social and individual responsibility as they continue to promote the “Beverly Hills Way.” The Administration, Staff and Students need to develop and implement a plan to continue to strengthen social and individual responsibility as they continue to promote the “Beverly Hills Way.” (This was a recommendation that the school proposed and since there has been such a complete change in leadership has not been duly addressed. When speaking with staff and administration they suggested that perhaps this could be combined with recommendation number five and the student learning outcomes or dropping the slogan “Beverly Hills Way” and addressing the social and individual responsibility aspect in other ways. The school needs to decide how they wish to proceed after careful deliberation of the entire staff and input from all stakeholders.)
2. The Administration and Staff need to develop and implement a strategic system of support services for subgroups with a focus on ELA and math. (This recommendation was being addressed and the school lost their Title funds. Initially, the subgroups were listed as Spec Ed, English Learners, Economically disadvantaged and African Americans however, in this revisit document were listed as Spec Ed, English Learners and Foster Youth. Defining and identifying the subgroups would assist as a plan or system of support is developed and implemented for all subgroups since a large population of the school fits in this category.)
3. The Administration and Staff need to develop and implement a mathematics program that meets the needs of all students to ensure that students have basic Algebra 1 skills to be successful at each successive level. (The staff has begun implementing a program for mathematics progression to higher level math however, there is a need to have a discussion to how they will successfully integrate students entering the school that have been enrolled in the integrated math series. There also needs to be a continued focus on ways to bridge the gap on the number of students struggling in Algebra I and then proceeding to Geometry.)
4. The Administration and Staff need to develop and implement structured collaboration time to ensure each teacher has the opportunity to communicate with all stakeholders to best serve all students at BHHS in the following areas: common assessments, best practices, differentiated instruction and technology. (The school in collaboration with the teachers union has scheduled some time for teachers to prepare and share within departments. The focus of these meetings needs to give priority and accountability to common assessments, differentiated instruction, data analysis and decision making that drives instruction.)
5. The Administration, Faculty, and Staff needs to review and clarify current ESLRs and implement a formalized measurable and quantifiable connection to curriculum, instruction, assessment, and school culture. With the revision of the ESLRs, additional opportunities for growth in the area of instructional strategies, curriculum development, and the use of assessments to inform instruction will be created. (In the revisit report, the school did address the ESLRs and renamed them student learning outcomes and did put some measurable connections however, the integration within the curriculum, instruction, assessment and school culture needs to be addressed and implemented. This needs attention by the entire staff to ensure all staff are aware of the value and effect the student learning outcomes have on student personal, academic, and social growth as defined by the school.

Student Learning Outcomes 2018-2019

I. All students will demonstrate higher order thinking skills by

- Developing sophisticated written and verbal arguments, including but not limited to: process essays, in class essays, research papers, persuasive essays and personal narratives, to support claims in the analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, and style appropriate to task, purpose and audience. These writing assignments will be evaluated based rubrics specific to the task and grade level. (English)
- Developing and demonstrating proficiency in the four Foreign Language skill areas – listening, speaking, reading, and writing. (California Foreign Language Framework) Proficiency in these four skill areas will be assessed through the use of a variety of methods and rubrics.
- Making sense of problems and persevering in solving them, and constructing viable arguments and critiquing the reasoning of others. On at least two assessments per semester, at least 80% of mathematics students will critique the reasoning of others through an error analysis task. (Mathematics)
- Developing a safe personal fitness program utilizing the proper principles of training and conditioning to maintain an independent and healthy lifestyle. Coaches will use the fitness plan and a yes/no rubric. The assignment is directly tied to the state fitness test. (Physical Education)
- Developing proficiency in scientific investigation and experimentation. (Science Content Standards, Investigation and Experimentation) Developing and demonstrating the acquisition of content specific knowledge. The mastery of this goal will be measured through continued formative and summative assessments, including select unit test, common lab work and final exams as per each discipline. Developing the ability to think critically and make important connections to central themes and concepts of the material taught.
- Identifying bias and prejudice in historical interpretations. Historical and Social Sciences Analysis Skills, using common assessments and common rubrics, which are subject area specific. (Social Studies)
- Completing comprehensive assessments universal to the Visual Arts, including departmental assessments and portfolios development, which will include a similar evaluation component in each rubric/assessment. (Visual/Technical Arts)

II. All students will develop the character to function as humane citizens and active participants in society.

- Exhibiting an ethical system that incorporates honesty, respect, tolerance, and positive conflict resolution
- Contributing their time, energy, and talents to improve the quality of life for themselves, their school, and their community
- Having the ability to think, contemplate, and draw conclusions utilizing available resources in an effort to make mature and well-informed decisions.
- Recognizing the consequences of their actions and understanding accountability.

III. All students will be prepared for higher education and /or employment within this rapidly changing global society by

- Demonstrating technological literacy: attaining, maintaining, and applying technological understanding and skills
- Developing employment skills (i.e. punctuality, respect, responsibility, organization) that are related to possible career experiences
- Being exposed to potential career and higher education opportunities.

Enrollment by Grade and Gender

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
9th	389	411	309	348	314
10th	392	393	412	322	337
11th	411	382	384	397	331
12th	440	405	377	380	403
Female	801	773	706	707	687
Male	831	819	766	740	700
Total	1632	1592	1472	1449	1387

Over the past five years, the school community has faced a declining enrollment - dropping 245 students since 2014 - 2015. There are many factors contributing to this declining enrollment including but not limited to: declining enrollment at the K - 8 schools in the district perhaps due to declining numbers of young families in the community and concerns relating to construction at the high school.

Enrollment by Ethnicity

	2016/2017	2017/2018	2018/2019
American Indian/Alaskan Native	0.20%	0.28%	.63%
White (Not Hispanic)	73.78%	72.63%	68%
Asian	13.28%	13.48%	13.5%
Black/African American	3.46%	3.59%	4%
Hispanic/Latino	7.45%	7.81%	10.7%
Pacific Islander	0.20%	0.41%	.63%
Filipino	01.12%	1.59%	1.42%

Special Education Program

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total students and percent of population	192 (11.7%)	177 (11%)	159 (10.8%)	167 (11.5%)	157 (11%)

The Special Education teacher carries a maximum caseload of twenty-eight (28) diagnosed and qualified students. These students are provided remedial services dictated by their Individualized Education Plan (IEP). Each Special Education teacher spends 270 minutes daily providing direct services to students. The 270 minutes of instruction includes co-teaching in the general education classroom. The remainder of the school day is used for coordinating with the general education teachers, assessing, consulting, and in-service activities.

When the nature or severity of a pupil's disability requires a more restrictive environment, students are enrolled specialized academic instruction for programs and/or services which cannot be provided with accommodations in the general education school program. The specialized academic instruction classes are located throughout the campus. A moderate to severe classroom continues as part of the special education program at the high school, and those students are working on community based instruction. Students with speech and language disorders also receive designated instruction and services in language, speech, and hearing. Adaptive physical education is provided for those students with exceptional needs who require developmental or corrective instruction.

Advanced Placement/Honors

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students in AP	476	463	465	532	490
Students in Honors	292	372	333	252	271
Total/ overall percent of pop	768 (47%)	835 (52%)	798 (54%)	784 (54%)	761 (55%)

Currently, more than half of our student population is enrolled in our Honors/AP program. BHHS offers 19 honors level classes and 18 Advanced Placement classes. All qualified students are encouraged to enroll in these classes. For students who do not initially qualify based upon grades in previous classes and/or placement test results, there is an override process if they wish to participate in the class.

504s

	2015-2016	2016-2017	2017-2018	2018-2019
504	68 (4.2%)	68 (4.6%)	68 (4.6%)	62 (4%)

BHHS 504 students receive accommodations including, but not limited to, extended time on testing, alternative settings for testing and specific seating arrangements in classes. During the recent school years, many of the 504 students were accommodated with testing in the quieter library setting. This environment has proved beneficial for these students as they are testing.

English Learners

	2016/2017	2017/2018	2018-2019
EL Limited (Number and % of pop)	43 (2.9%)	35 (2.6%)	30 (2%)
Reclassified EL (Number and % of pop)	232 (15.7%)	231 (16.5%)	207 (14.7%)

Beverly Hills High School has always been a school with Structured English Immersion and daily ELD curriculum aligned to ELD standards and to that of the English Department. Mainstream teachers have had professional development regarding the mandate to include

integrated ELD within their specific disciplines as well as PD on the three levels of support needed, depending on the level of the ELL. All teachers can see the Language Designation in our Aeries attendance windows and have been given rosters highlighting their EL Limited, Opted Out and Redesignated students. New-to-District EL Students are tested for placement with the Initial ELPAC (English Language Proficiency Assessment for California) after they have completed registration, have been researched in CALPADS for previous EL placement and or scores, have filled out the Home Language Survey if not in CALPADS, and after parents have been notified about the test. Each student is assessed in Listening, Reading, Writing and Speaking. After being designated as a Limited EL, each student is monitored to assess progress in his or her learning program. All ELD classes are double periods to help the students to become proficient enough for mainstream classes as soon as possible. Two of the three ELD levels are college prep credit while the lowest level is not. At the end of each semester, in order to give them the opportunity to move up to the next level of ELD or to be Redesignated, EL Limited students take a series of exit tests including reading and writing, and are scored on a CC and ELD Standards updated SOLOM for speaking.

Average Daily Attendance

2013/2014	2014/2015	2015/2016	2016/2017	2017-2018	2018-2019
89.69%	92.7%	90.5%	91.3%	95.68%	97.28% (as of Oct 2018)

DISCIPLINE, REFERRALS, SUSPENSIONS, AND EXPULSIONS

	2015 - 2016	2016-2017	2017-2018	2018-2019 (as of Oct 2018)
Total students with discipline records	246 (15%)	225 (15%)	240 (16.5%)	29
Total disciplinary incidents	397 (25%)	385 (26%)	423 (29%)	31
Total suspensions	61 (4%)	50 (3%)	69 (4.7%)	5
Total Expulsions	0	1	2	1

SOCIOECONOMIC STATUS

	2016-2017	2017-2018	2018-2019
Free/ Reduced Lunch # of students	104 (7%)	155 (10%)	186 (13%)

Level of Parent Education 2018 – 2019

Not a High School Graduate:	17
High School Graduate:	79
Some College:	119
College Graduate:	607
Grad School/Post Grad:	542
Decline to State/Unknown:	22

Staff 2018 – 2019

Totals:

Certificated: 81
 Classified: 57
 Administrators: 6
 Pupil Services: 11

Gender:

Male: 39
 Female: 59

Education:

Doctorate: 3
 MA + 30: 48
 MA: 27
 BA + 30: 18
 BA: 2

Years Teaching:

Average Years Teaching: 17
 Average Years in District: 12

Ethnicity of Certificated Staff:

Amer In/Alaskan: 0
 Asian: 6
 Pacific Islander: 0
 Filipino: 0
 Hispanic/Latino: 5
 African American: 2
 White: 85
 Two or More: 0

Ethnicity of Classified Staff:

Amer In/Alaskan: 0
 Asian: 1
 Pacific Islander: 0
 Filipino: 1
 Hispanic/Latino: 15
 African American: 17
 White: 23
 Two or More: 0

Beverly Hills High School has a well-educated teaching staff. 100% of our certificated teachers are highly qualified and meet the requirements of the ESEA. There are no teachers teaching outside of their credentialed areas, and we do not have any teachers with emergency permits. No BHHS teachers are currently in the CTIP program. The high school also has eight full time counselors (including one intervention counselor and one college counselor) and one CTE coordinator. In addition, BHHS has one full time speech therapist and two school psychologists.

PROFESSIONAL DEVELOPMENT PROGRAMS/ACTIVITIES: Staff Development is strongly encouraged and actively participated in by teachers at the high school. Much of the school's professional development has been focused on assessments, curriculum, and technology. Over the last several years professional development has included Jupiter Grades and Juno training. Both systems provide various ways for teachers to input and evaluate assessment data. Other professional development days and afternoons provide time for teachers to collaborate on common assessments, to review State and Common Assessment scores, and to discuss the Common Core standards. Recent focus of professional development

has been on the continued implementation of technology into classes coupled with safety training to ensure a safe school environment.

Over the last six years, Staff Development has included presentations and learning about the following: Disaster Training, Brain Research, Differentiation Training, Instructional Strategies, Alignment of curriculum with Common Core Standards, IEP Modifications and Accommodations, Common Formative and Summative Assessments, Classroom Technology, Best Practices, Course Grading/Rubrics, Trans-departmental collaboration, Common Assessment Data – collection and analysis, On line assessment training, CAASPP preparation, Vertical alignment with district K – 8 programs, Healthy Personal Choices

STUDENT PARTICIPATION CO-CURRICULAR and EXTRA-CURRICULAR ACTIVITIES

Student Leadership: The Associated Student Body (ASB) is the student government and leadership class at Beverly Hills High School. The ASB is a student-led organization, headed by the Head Row President and governed by parliamentary procedures. The ASB plans school events, manages much of the school's finances, and is responsible for representing the student voice throughout the Beverly Hills Community. ASB coordinates events such as: Annual Homecoming, Junior vs. Senior Night, Winter Formal, Prom, and many other lunchtime activities and school pep-rallies. Additionally, they have helped raise money for the local Maple Counseling Center, partnered with the UCLA Blood and Platelet Center for the last seven years to sponsor bi-annual blood drives, and created a Wish Week for the Make a Wish Foundation. ASB also annually collaborates with other classes, such as Service Learning, on an annual holiday gift program with our sister school, Albion Street School. For over 80 years, approximately 100 students have participated in the Albion Street Program. ASB is also a core part of the Link Crew program that helps incoming freshman make a positive transition into the high school. The Link Crew program is an ongoing program that encourages social, academic, and service activities on a monthly basis.

Student Clubs/Programs: We currently offer over 60 clubs on campus. The clubs range from ethnic, religious, political, and occupational interests to community service, entertainment, and social issues. If a student is interested in participating in a club that does not currently exist on campus, that student is encouraged to start a club to fill that need. See our Beverly High Club Day <http://goo.gl/WcOS2e> Numerous students within the school have also participated in science competitions, Academic Decathlon, Robotics, DECA, and many other academic competitions.

Arts Program: The technical, visual and performing arts programs also engage in extensive competitions and performances. Throughout the year, the students produce multiple dramatic performances ranging from a Shakespeare production in the Fall to an annual Spring musical. BHHS boasts a strong vocal performance program with three separate choirs; BHHS students also participate in orchestra and band performances. Additionally, students may also participate in a student run art festival in the Spring that allows them a forum in which to display their own art, make public art projects, and perform music, dance, and poetry for their peers.

Television Production: KBEV, Channels 6 on Spectrum, is the cable TV channels assigned to the Beverly Hills School District for its exclusive use. Students have access to them through classes in the high school media department. Many take on responsibilities as writers, producers, directors, video editors, student engineers, camera operators, graphics designers, announcers or reporters, depending on their interest and skill level. Running for over 40 years,

Norman News is one of the oldest continuous high school news programs in the nation. Every Monday the KBEV program produces a student news show called the Norman Update. All students receive an email on Monday morning with a link to the broadcast so that all may be aware of events happening on campus. To view the videos produced by the KBEV students, please access their website KBEV6.com.

Journalism: Highlights publishes daily content on the newspaper website beverlyhighlights.com. Community coverage on the site includes news, opinion, feature, entertainment and sports. Community coverage on the web is also extended to multimedia, including photo slideshows and original videos. Each year, Highlights is critiqued by the National Scholastic Press Association (NSPA) and in the past three years, the website has been recognized as First Class. In 2018 at the National High School Journalism Convention, the website won first place in the National Scholastic Press Association's Best of Show. It also took first place website in the 2018 Southern California Journalism Education Association's All-Star state mail-in competition.

The Watchtower yearbook is published once a year, and released to students in the end of May. Students create and curate the entire book completely on their own: from creating the book's theme, to taking photos, to designing pages, to writing captions and articles. Watchtower also is critiqued by the National Scholastic Press Association and has placed First Class in the past five years. Students from all levels of the journalism program are invited to participate in the National High School Journalism Conventions where they compete in write-offs, attend break-out sessions presented by professional journalists, advisers and others in the scholastic journalism field, in addition to attending keynotes from an impressive array of working journalists such as Bob Woodward and Pete Souza.

Student Athletics

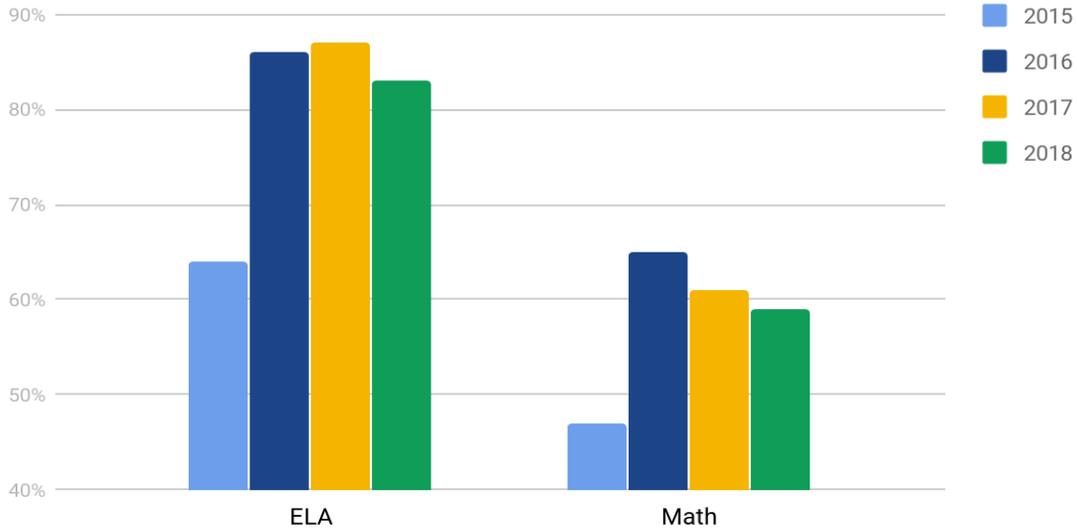
BHHS offers CIF competition in the following sports: Cross Country, Football, Golf, Tennis, Volleyball, Water Polo, Basketball, Soccer, Wrestling, Baseball, Softball, Swimming, Track & Field, and Lacrosse. There are 24 girls' teams and 28 boys' teams and a total of 52 teams including the freshman, sophomore, junior varsity and varsity levels.

	2013-2014	2014-2015	2015-2016	2016 - 2017	2017-2018
Total Students	771 = 45%	747 = 46%	912 = 57%	899 = 61%	725 = 50%
Gender					
Female	329	323	541	493	330
Male	442	424	371	406	395

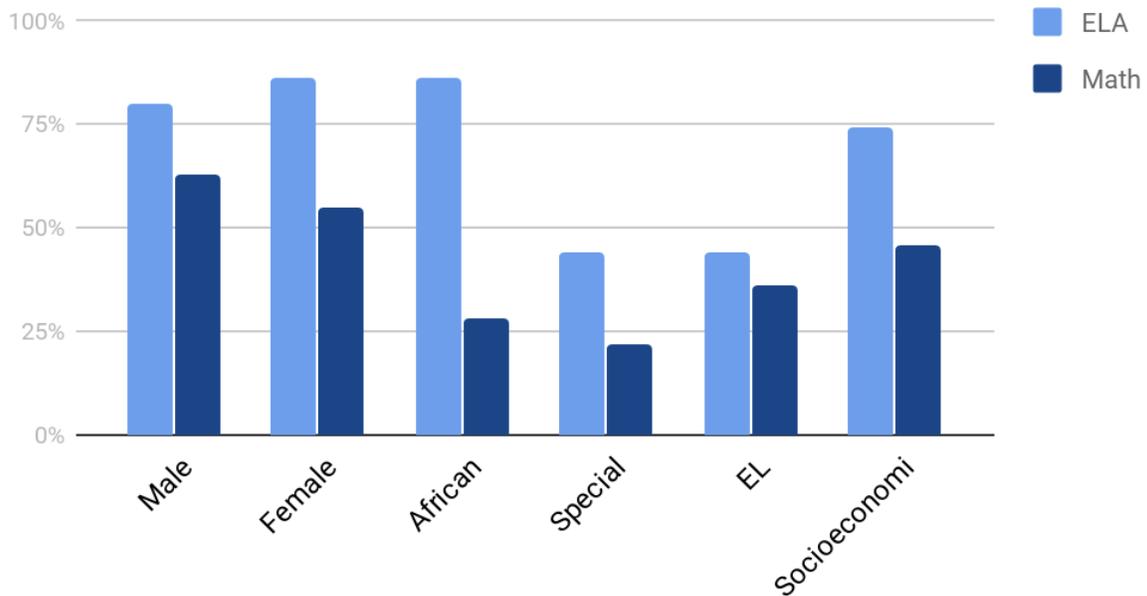
We are very proud of our sports teams' accomplishments including: Boys varsity Cross Country CIF Finalist, Girls Basketball CIF 4A Champions, Girls Soccer CIF playoffs, Boys Basketball CIF champions 3A, CIF Semi-Finalist, Girls Tennis Freshman Ocean League Singles Champion, Girls Basketball 3A CIF Championship

STUDENT PERFORMANCE DATA CAASPP (SBAC) - Proficiency Rates 2015 - 2018

Proficiency rates



Sub Groups Proficiency rates 2018



Thoughts on data: We are pleased with our students' overall results on the SBAC testing. As can be noted in the above charts, the students continue to score well in both math and ELA. ELA scores are stronger than those in math, but the math scores continue to be above the state average. We continue to work towards greater improvements in our subgroup populations, especially in regards to our Special Education and EL populations in both EL and math and in regards to our African American population in math.

SAT Scores

	2013	2014	2015	2016	2017	CA averages 2017
BHHS Reading	564	570	574	569	633	535
BHHS Math	588	590	589	587	638	530
BHHS Writing	581	592	588	590	n/a	n/a

ACT Scores BHHS results

	2013	2014	2015	2016	2017	CA averages 2017
BHHS English	25.9	25.8	27.6	26.5	28.6	22.5
BHHS Math	27	25.1	27.0	26.2	27.0	22.7
BHHS Reading	25.8	24.4	26.3	26.4	27.1	23.1
BHHS Science	24.6	23.9	25.5	25.1	25.7	22.2
BHHS Composite	26.0	24.9	26.7	26.1	27.2	22.8

PSAT Results - BHHS results

	Number of students testing	Percent reaching benchmarks -Critical Reading	Percent reaching benchmark - Math
2015	382	54%	57%
2016	599	71%	69%
2017	564	83%	55%

National Merit Scholarship Program

	Class of 2018	Class of 2019
Finalists	4	n/a
Semi-finalists	n/a	2
Letters of Commendation	15	18

Advanced Placement Test Results

Number of students testing and % Scoring 3 or better

	2013	2014	2015	2016	2017	2018
Art History	n/a	n/a	10 – 50%	15 – 60%	n/a	n/a
Biology	41 -100%	25 -100%	37- 97%	24 -100%	23 - 96%	26- 92%
Calculus AB	98 – 90%	88 – 90%	78 – 72%	71 – 65%	82 - 74%	63- 81%
Calculus BC	17 -100%	22 -100%	22 – 86%	28 - 93%	31 - 94%	28 -100%
Chemistry	36 – 94%	43 – 63%	45 – 78%	37 – 84%	31 - 77%	43 - 81%
Comp Gov & Politics	28 – 86%	27 – 93%	23 – 83%	23 - 70%	26 - 92%	21 -67%
Computer Science A	n/a	27 – 44%	18 – 83%	9 - 33%	20 - 45%	26 - 77%
English Lang and Comp	174-74%	163-83%	138 -75%	144 -90%	116 -88%	149 -89%
English Lit and Comp	189-79%	136-80%	130-82%	120 -83%	123 -86%	99 - 68%
Environmental Science	104-55%	33- 67%	19 – 79%	17 - 65%	44 - 82%	23 - 87%
European History	70 – 80%	57 – 91%	57 – 93%	52 - 89%	59 - 85%	44 - 98%
French	19-100%	12-100%	14 – 93%	14 -100%	11 -100%	12 -100%
US Gov't and Politics	195-67%	133-72%	110-74%	103 -69%	131 -82%	124 -67%
Japanese	n/a	1 – 100%	7 – 100%	n/a	n/a	1 - 100%
Macroeconomics	n/a	2 – 100%	1 – 100%	1 - 100%	2 - 50%	n/a
Microeconomics	n/a	2 – 100%	1 – 100%	n/a	n/a	n/a
Physics C	50 – 42%	51 – 49%	64 – 30%	42 - 60%	39 - 82%	42 - 60%
Psychology	n/a	1 – 100%	57 – 77%	82 - 84%	78 - 82%	145 -82%
Spanish Language	24-100%	14-100%	8 – 100%	8 - 100%	17 -100%	8 - 100%
Statistics	54 – 70%	35 – 80%	50 – 66%	24 - 71%	45 - 78%	68 - 78%
Studio Art – 2D Design	5 – 60%	1 – 100%	9 – 100%	4 - 100%	7 - 86%	4 - 100%
Studio Art - Drawing	2 – 100%	4 – 100%	1 – 100%	1 - 100%	1 - 100%	1 - 100%
US History	126 – 83%	114 – 83%	109 – 74%	126 - 87%	118 - 73%	119 - 75%

College Admissions: Ninety two percent (92%) of the class of 2018 went directly to higher education. Others elected for military service, a gap year, or employment directly after high school. Over the last four years our students were admitted to more than 200 four -year colleges and matriculated at institutions in 38 states, the District of Columbia and in fifteen foreign countries.

BHHS Seniors apply to over 280 colleges/universities worldwide. The following is a breakdown of the most popular colleges/universities for our students in the application process:

20 most popular colleges for our students (Student self-reported from Naviance)

- Santa Monica College
- University of California, Los Angeles
- University of California, Santa Barbara
- University of California, San Diego
- University of California, Berkeley
- University of Southern California
- University of California, Irvine
- University of California, Davis
- University of California, Santa Cruz
- New York University
- Boston University
- California State University, Northridge
- San Diego State University
- University of Michigan
- Tulane University
- California Polytechnic State University, San Luis Obispo
- University of California, Riverside
- University of Colorado at Boulder
- Indiana University at Bloomington
- Chapman University

Student Connectedness: Based upon a survey given in Fall 2018, 77.2% percent of our students participate in a co-curricular activities here at BHHS. We would like to see this number increase as we work to build student connectedness and a stronger sense of community on campus. We also, however, acknowledge the struggle to achieve this goal given the physical state of the school building with construction.

Summary of overall data:

- The BHHS school community has responded well to the challenge of standardized testing with some level of success and many areas of growth. We acknowledge the sustained success in the area of ELA. However, we also acknowledge the need for growth in our students' performance in math. We have committed ourselves as a school community to improving our students' standardized test scores especially for students in the Special Ed and EL populations. We recognize the need for additional interventions to help our struggling students especially those in subgroups.
- Our students continue to demonstrate strength on the PSAT, SAT, ACT and AP exams. We do, however, acknowledge areas of growth with those tests as well.
- We continue to work to expose our students to a wide variety of options for college admissions and post high school choices. There is still, however, a tendency of those within the community to opt to attend local community colleges first rather than a four year university. There is also some concern within the Beverly Hills Community that so many students opt for matriculation to local community colleges rather than four year institutions.
- While some students are directly connected to the school community, many are not. We recognize the need to increase the sense of community here on campus, but we also recognize the struggles with this given the condition of the physical plant and the lack of a central meeting place.

Critical Learner Needs:

1. BHHS staff needs to work to provide additional academic support/intervention for all students especially those in the EL and Special Education subgroups.
2. The Leadership teams needs to develop and/or implement a more formalized and age appropriate character education program with a focus on student connectedness.
3. Instructors should work to integrate additional higher level thinking questions/projects into all classes.
4. All students should experience exposure to a wide variety of post-graduation options

Questions for staff discussion:

- How can we as a school community as a whole work to improve our students' success on the Common Core assessments? How can we implement intervention strategies into our classes?
- How can we, in particular, support our EL and Special Ed students?
- How can we integrate a character education piece effectively at the high school while also increasing student connectedness?
- How can we continue to integrate higher level thinking questions/projects/assessments into our curriculum at all levels?
- How can we continue to encourage our students and their families to consider a variety of colleges and university as choices for education after high school?

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

Findings	Supporting Evidence
<p>Beverly Hills High School shares an established and clear mission and purpose with the Beverly Hills Unified School District. The mission of “academic achievement,” “social responsibility,” and “supportive learning environment” are mirrored in the three high school student learning outcomes:</p> <ol style="list-style-type: none"> 1. All students will be prepared to demonstrate higher order thinking skills. 2. All students will develop the character to function as humane citizens and active participants in society 3. All students will be prepared for higher education and/or employment in this rapidly changing global society. <p>The SLOs were initially developed by the Secondary Education Council and are reviewed each year by the SEC and by Site Council to ensure that the goals continue to represent the needs of the school community. Additionally, each department reviews the SLOs and creates subject specific goals to support each SLO as appropriate.</p> <p>The SPSA is annually reviewed and aligned with the District LCAL goals and is reviewed by the Site Council.</p> <p>Since the replacement of the Beverly Way, we are still working on finding appropriate and compelling character education for the high school. For the last two years, we have used the “Wooden Pyramid of Success.” We have had some teachers utilizing this in classroom assignments and as part of self-reflection. We also had annual assemblies in 2016 and 2017, but have not yet confirmed a date for 2018. In 2018-19 we are also piloting a Norman Collaborative Norms model which may, in time, serve to supplement or supplant the Wooden Pyramid.</p>	<ul style="list-style-type: none"> • 2016-17, 17-18, 18-19 Single Plan for Student Achievement • School Site Council Minutes/Agenda • Staff meeting/ Collaboration Agendas/Minutes • SEC meeting agendas • Wooden Assembly (2016-17; 2017-2018) • Pyramid of Success posters in classrooms • Norman Collaborative Norm posters

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Findings	Supporting Evidence
<p>All district-level cabinet members and all site administrators contribute to the vision, mission and schoolwide learner outcomes. Much of this district-level collaboration occurs at</p>	<ul style="list-style-type: none"> • Leadership Team Meeting Agendas

<p>twice-monthly Leadership Team Meetings (9am - 4pm) which includes all K-8, high school, and district administrators.</p> <p>At the school site level, administration partners with department chairs and the staff to refine the school vision, mission and schoolwide learner outcomes, and also works with the School Site Council and PTSA Executive Board.</p>	<ul style="list-style-type: none"> • 2017-18 Administrator's Handbook • Generation Ready Curriculum Audit • School Site Council agenda/minutes • Secondary Education Council agenda/minutes • PTSA meetings
---	--

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

Findings	Supporting Evidence
<p>The High School’s vision, mission, and learner outcomes are articulated in the Board of Education’s Policy Handbook. The school community is informed of these goals and has the opportunity to influence school objectives and policies in a variety of ways:</p> <p>School Board meetings are held regularly, and public participation is welcomed. The meetings are streamed live on the high school’s public access channel (KBEV Channel 6). They are also archived on KBEV’s YouTube Channel for future reference. Agendas can be found on the bhUSD.org School Board page.</p> <p>The school’s Director of Communications, a new position created in 2017, was responsible for informing the community of ongoing issues and policy objectives through the use of email, “robocalls”, and a District sponsored Facebook page. At the end of the 2017-18 school year, however, the position was eliminated. Communication with the community is achieved through robocalls, information posted on the District’s webpage and JupiterGrades emails continue.</p> <p>Faculty members meet to discuss important issues related to the school community on a monthly basis in department meetings, faculty meetings, and Secondary Education Council (SEC) in which Department chairs also meet with administrators every month, and relay updates and concerns back to their respective departments.</p> <p>In addition to their monthly meetings, departments also engage in collaboration meetings, where time is set aside for teachers to develop ways to work together more effectively toward the implementation of District and school goals.</p> <p>In addition to the Daily Bulletin, students are encouraged</p>	<ul style="list-style-type: none"> • Board of Ed Policy Handbook • BHHS Faculty Handbook • Norman Guide • Aeries Portal Acknowledgement Form (Norman Guide) • Daily Bulletin (sent through JupiterGrades) • KBEV 6 (available on YouTube) • Board Minutes • bhUSD.com webpage • JupiterGrades emails • BHHS Staff Meeting Calendar 2016-17, 17-18, 18-19 • BHEA Collective Bargaining Agreement 2014-17 • Collaboration Agenda/Minutes • Beverly Highlights • KBEV Norman Update available via TV monitors on second and third floors of the main building

<p>to inform other students and community members of school related policies and events through the news-website (and app) and through broadcast journalism. Both are distributed via email and social media. Students take an active role in addressing school issues through the publication of “Highlights,” the online student newspaper which has expanded through the development and use of a smartphone app and social media. KBEV and ASB work in collaboration to release a weekly Norman Update which is played in classrooms, on TV monitors around the campus and available online.</p>	
--	--

A2. Governance Criterion

Governing Board and District Administration

Findings	Supporting Evidence
<p>In theory, there is a clear delineation regarding the role of the Board of Education and the professional staff. In fact, on August 23, 2016, Board Bylaws 9200 were approved 5-0 to further explain the limits of Board Member Authority. Additional items were added to the Board Bylaws to assist in clarifying the Board’s role. For example, the Board will direct the operational organization through the Superintendent; individual Board members shall submit requests for information to the Superintendent; all contact by individual Board members with individual employees to discuss District related business must be first requested through the Superintendent; the Board shall not provide direction to any employee other than the Superintendent unless the Board first informs the Superintendent; the Board will not participate in initial decisions or actions involving the hiring, evaluating, disciplining or dismissal of any employee other than the Superintendent; and the Superintendent is not required to follow directives from any individual Board member, cabinet level administrator, or committee.</p> <p>In practice, BHUSD is a small organization where the community has easy access to the governing board and professional staff. BHUSD has many activities to support a positive relationship between the governing board and professional staff.</p>	<ul style="list-style-type: none"> • Limits of Board Member Authority BB 9200, as well as meeting with Superintendent, BHEA Union President, Former BHUSD K-12 Administrator and BHHS Special Education Department Chair on January 12, 2018. • CTA/BHEA School Board Dinner, Board members attendance at PTSA meetings, admin/board PTA mixer, the Apple Awards, teacher/program recognition at bi-monthly Board meetings, and the CSBA yearly visit with the District Office staff.

Governing Board and Stakeholder Involvement

Findings	Supporting Evidence
<p>The school community, including parents, is informed about how they may participate in numerous ways. The District and school site send parents surveys to assess climate, curriculum rigor, and needs. The school uses AERIES communication and JupiterGrades and robocalls to share information with families and to request participating on various committees. The community members may attend board meetings and speak during the public comment portion of school board meetings.</p> <p>School Site Council regularly collaborates with PTSA Presidents and Executive Boards to assist with spreading information regarding our council decisions. We also use email and Daily Bulletins, and have School Site Council meetings marked on the student bell schedule calendar. Each year, we have School Site Council elections for community-member seats. We start each school year with nominations announced via email. The principal also attends the first PTSA meeting of the year to announce the nominees and kick off our SSC election process.</p> <p>The minutes from School Site Council provide evidence of ELAC/EL Program input and show that EL concerns are often on the agenda. The EL Coordinator advocates for our parents and for the program. In ELAC meetings, information is shared about the PTSA and the district level meeting, DELAC. Through the DELAC, EL parents have an opportunity to have input on the school plans, such as the LCAP and School Safety Plan. ELAC agendas are posted 72 hours before the meetings and sent via Jupiter Grades email as well. Parents also receive paper notices for DELAC and ELAC meetings. This year, the school is attempting to communicate parents to receive correspondence in their home language through Aeries Communications.</p> <p>Last year, when reconfiguration was considered, the district created a Future Focused School Committee to review data and options. Fifty-four community members applied and 22 were selected to discuss. This process</p>	<ul style="list-style-type: none"> • AERIES and Jupiter Grades messages to the community, Board agendas posted online, live-stream and archived Board meetings, PTSA agendas and meeting minutes, ELAC agendas and meeting minutes, DELAC agendas and meeting minutes, LCAP • School Site Council Minutes • Nomination Email • PTSA Communication • Google Form Ballot • Daily Bulletin • BHHS Student Bell Schedule 2018-19 • Monthly Compliance Checklists • Future Focused Schools Meeting Notes • KBEV Board Meeting Archives • PTSA Agendas • PTSA Exec Board Agendas • Generation Ready Curriculum Audit • March 26 Staff Meeting PPT

<p>resulted in vigorous community discussions in PTSA and BHUSD board meetings. The group also had two “Town Halls” where community members were invited to attend to express their opinions.</p> <p>The Generation Ready Curriculum Audit included parent, student, and staff input regarding school practices. Through focus groups and digital survey, stakeholders were encouraged to provide feedback to schools that directly impacted school governance in relation to curriculum.</p>	
---	--

Uniform Complaint Procedures

Findings	Supporting Evidence
<p>The district office asks each quarter for any Uniform Complaints from the high school. This information is submitted via email to the district office and posted on the board agenda.</p> <p>Highly Qualified Staffing requirements are strictly followed on a site and district level and follow all ESSA codes.</p> <p>Site administration makes periodic checks into the textbook room, especially during summer, to make sure all required textbooks are available to all students.</p> <p>The contract with BHEA provides parameters and a series of prescribed steps for grievances and complaint procedures. The district office sends monthly tally sheets to each site in order to keep track of the progress of complaints.</p>	<ul style="list-style-type: none"> • Board agenda (eg. 6/17/18 board agenda) • Human resources • Single Plan for Student Achievement • Textbook room inventories • Spring Course Requests • BHEA Contract, tally sheets

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Broad-Based and Collaborative

Findings	Supporting Evidence
<p>The school’s broad-based and collaborative planning process for continuous improvement involves many different programs and practices, including:</p> <ul style="list-style-type: none"> - School Site Council - School Site Improvement Plan - WASC Focus groups meet roughly once a month to review evidence of growth in a variety of areas. Students, community members, and staff attend these groups. Discussions range from self-reflection on areas of celebration and areas for growth. - Departmental, cross-curricular, and whole staff professional development and collaboration time is built in to the school 	<ul style="list-style-type: none"> • Single Plan for Student Achievement • Safe School Plan • School Site Improvement Plan • WASC Agenda/Minutes • Focus Group Google Docs (A-E), email reminders of WASC meetings • Certificated Contract: *Appendix F *Appendix I

<p>schedule and calendar. Every other Thursday is an early release day for students where staff is given specific directives and goals. These directives and goals occur in different groups and include data analysis (standardized tests, final exams, etc.) and course planning/editing (pacing, semester goals, common assessment planning, etc.).</p> <p>- One day per semester is scheduled for a focused professional development. On these days, the staff goes through both whole staff P.D. and smaller group P.D. The sessions include topics such as implementing technology, best practices for student feedback, 21st century skills, and others.</p>	<p>*Appendix J</p> <ul style="list-style-type: none"> • Master Calendar, P.D. day agendas • BHHS Staff Handbook • Collective Bargaining Agreement (XXII and Appendix I)
--	--

Single School Plan for Student Achievement Correlated to Student Learning

Findings	Supporting Evidence
<p>Through Secondary Education Council, Department chairs provide input on school-wide learner outcomes expressed in the SPSA. Achievement in CAASPP provides another source of data that is included in the SPSA.</p> <p>BHHS academic goals are presented to department chairs before then being presented to the School Site Council. Data from previous years is presented to School Site Council and the Secondary Education Council to help inform annual academic learner outcomes.</p> <p>The high school Single Plan for Student Achievement is reviewed twice annually by the LEA and the Board, first in accepting it and later in reviewing evaluative data.</p>	<ul style="list-style-type: none"> • Single Plan for Student Achievement • CAASSPP data • Site Council Minutes/SEC minutes • Board Minutes

Staff Actions/Accountability to Support Learning

Findings	Supporting Evidence
<p>Through department meetings and ongoing collaboration, teachers provide much of the data for reviewing schoolwide learner outcomes. Jupitergrades allows teachers to compare common assessment data between like courses. Department chairs provide input on schoolwide learner outcomes expressed in the SPSA.</p> <p>WASC Focus groups meet roughly once a month to review evidence of growth in a variety of areas. Students, community members, and staff attend these groups. Discussions range from self-reflection on areas of celebration and areas for growth.</p>	<ul style="list-style-type: none"> • Jupitergrades • Single Plan for Student Achievement • WASC Agenda/Minutes • Focus Group Google Docs (A-E), email reminders of meetings

Internal Communication and Planning

Findings	Supporting Evidence
<p>The administrative team meets weekly to discuss issues presented by the team and by teachers, parents and students. The administrative team is</p>	<ul style="list-style-type: none"> • Administrative Team Meetings • Communication within academic departments

<p>composed of the principal, three assistant principals, college and head counselor (and recently ASB Director).</p> <p>Academic departments are not housed together, in part due to reconstruction. Each department is led by a department chair, who has the responsibility of being open to communication from all department staff members. Department chairs present issues and concerns to the SEC (Secondary Education Council), which comprises the four site administrators and the department chairs.</p> <p>Department meeting topics are directed by department needs and information from the district or site administration. These meetings are opportunities for teachers to help resolve issues, brainstorm needs, and request information from other departments, the administration, or the district. Consistent department communication is handled either via email or in conversation with a department chair.</p> <p>For the 2017-18 school year, the district's Communications Officer sent out a weekly Staff Connection newsletter via email each Monday that summarized important issues for all district staff, including the high school staff. The Staff Connection newsletter streamlined communications between the district office and the individual school staffs by supplanting numerous individual emails. This Communications Officer position was eliminated for the 2018 – 2019 school year so the newsletter is no longer published.</p> <p>KBEV is the school's video production/news studio. KBEV issues a weekly Norman Update, which is a 2 minute video shown in many period 1 classes. This video is also screened throughout the day on two different TV monitors in the main building.</p> <p>PTSA Newsletter. The Parent Teacher Student Association meets monthly on the high school campus and disseminates important information about school activities and programs. Teachers and students speak at the meetings to inform parents and other staff and students about school achievement and programs. District and site administrative personnel and Board members also</p>	<ul style="list-style-type: none"> • SEC agendas/meeting minutes • Department Meeting Agendas • Intra-departmental emails • Staff Connection Newsletter • KBEV Videos • TV monitors on second and third floors in the main building • PTSA Newsletter • PTSA Meetings (agendas and minutes) • www.beverlyhighlights.com • BHEA, OTBS, CSEA internal communications • Contractual grievance procedure • Board meetings/policy (Safe Schools Plan) • Leadership Team Agenda Minutes
--	---

<p>share information. The PTSA distributes a newsletter biweekly via email to staff and parents.</p> <p>Beverly Highlights is an entirely digital newspaper that is produced by the advanced journalism class. As of August 2017, Highlights runs solely on a web platform. Beverly Highlights is updated daily, and can also be downloaded to smartphones via the Beverly Highlights app.</p> <p>BHEA (Beverly Hills Education Association) is the union representing certificated staff and OTBS (Office, Technical & Business Services) and CSEA (California School Employees Association) are the unions representing classified staff at BHHS. All three unions have representative council meetings on a regular basis in which representatives voice concerns from union members. The union leaders communicate via email to their members and also act as a liaison between staff and administration. There are at least two representatives at the high school who are available for member consultation.</p> <p>The district office has shared expectations around communication through the Board’s policy statement, which includes a strengthened responsibility for staff members to report sexual harassment of/by students. Administrators receive specialized training in effective intervention in sexual harassment (all mandated reporting) and bullying prevention/intervention.</p>	
---	--

A4. Staff: Qualified and Professional Development Criterion

Qualifications and Preparation of Staff

Findings	Supporting Evidence
<p>The District utilizes EdJoin as the first level of ensuring that all staff members who are hired have met the legal and preferred requirements for their specific jobs. This includes ensuring that prospective employees meet the duties and “essential elements” for which the jobs they are applying for, examining degrees, licenses and credentials held, and evaluating past teaching experience.</p> <p>The District then selects the most qualified candidates and interviews them in person, with the principal of the</p>	<ul style="list-style-type: none"> • EdJoin website (Applicable Sections: Representative Duties, Knowledge Of and Ability To, License Requirements, Education and Experience) • Agenda and Interview Questions for initial in person interview • Certificated Contract: *Appendix F

<p>school leading the interview and department chairs assisting in choosing the most appropriate candidate. The California Department of Education showed, for the 2018-2019 school year, all but two of Beverly Hills High School's teachers had a Bachelor's degree plus thirty credits or higher.</p> <p>New teachers take part in the BTSA/CTIP program which, among other things, provides an effective transition into the teaching career, improves training, information, and assistance, and improves professional success.</p> <p>Once hired, all certificated staff members are observed and evaluated, informally and formally, to ensure that they are qualified for and meeting their responsibilities. These evaluations occur a minimum of one time per semester during the first two years of employment, and are led by the principal and assistant principals (formally) and superintendent, principal, assistant principals, and department chairs (informally).</p> <p>Any permanent employee who is deemed to not be meeting their responsibilities at a level acceptable to the district is enrolled in the Peer Assistance and Review (PAR) program, which is designed to "improve the quality of instruction through expanded and improved professional development and peer assistance" and to help in "improving performance to a successful standard." Teacher's enrolled in PAR "improve his or her instructional skills, classroom management, knowledge of subject, and/or related aspects of his or her teaching performance..."</p>	<p>*Appendix I *Appendix J</p> <ul style="list-style-type: none"> • Evaluation forms, Employee Handbook, requisite forms, etc • Certificated Contract Article XXII • BHHS Staff Meeting Calendar 2016-17, 17-18, 18-19
--	---

Defining and Understanding Practices/Relationships

Findings	Supporting Evidence
<p>The District office engages in new teacher orientation for all staff new to the high school. This includes:</p> <ul style="list-style-type: none"> -Orientation for technological resources and supports that can be used in the classroom. This training is implemented by the district technology department in conjunction with site experts, both tech staff and TOSA's -District Mission and Vision orientation and global district orientation. This is deployed by District Administrative personnel. -Orientation for School Safety, Mandated Reporter 	<ul style="list-style-type: none"> • CTIP program and support. Support Provider and Program Curriculum information, agendas • Agendas/minutes from previous district/HS new teacher orientations • BHEA outreach/new teacher enrollment • Faculty Handbook with responsibility flow charts for

<p>Training; First Aid, etc. annual online training. These training materials and programs are provided by the district office and completed by all employees annually. More orientation information is available in our online handbook and is easily accessible to the staff.</p> <p>The administrative duty chart is revised each year to reflect roles and duties assigned to each administrator, based on his/her expertise. A digital copy is available to staff at all times. Student caseloads (IEP and 504) are divided among the administrators and counselors by students' last names.</p> <p>Monthly and other regular staff meetings, in addition to collaboration days, are used to disseminate information, work on WASC, professional development, announcements, etc.</p> <p>Staff professional development days are designed with input from stakeholders including a staff professional development committee. The committee is made up of teachers, administrators and district office personnel.</p>	<p>administration houses</p> <ul style="list-style-type: none"> • Administration Responsibilities Sheet • Staff Meetings, SEC, SSC, Department Meetings and department collaboration • Professional Development Day agendas • Professional Development Committee • Evaluation materials, BHHS Faculty Handbook
---	---

Support of Professional Development/Learning and Measurable Effect on Learning

Findings	Supporting Evidence
<p>BHHS participates in two full days of district professional development per school year, with all schools participating. Schools are closed on professional development days so teachers can focus on learning new skills and strategies. The April 11, 2017, professional development day focused on integrating technology into the classroom and included online surveys for participating teachers designed to improve future professional development. Teachers were also given laptops and access to online resources that they could use to pursue professional development further.</p> <p>The District's professional development budget 2017-18 is \$84,130. The funds are not earmarked for specific schools in the District but are equally available to all teachers. Source of funds: Educators' Effectiveness Grant</p> <p>BHHS has \$16,000 in funds each year to support professional development. Last year, funds were used to support band, choir, journalism programs, EL, AP prep, English, and counselors. Each of these programs remains an area of celebration for our school as Highlights and Watchtower consistently earn awards, our EL population has a high success</p>	<ul style="list-style-type: none"> • Office of Educational Services • Office of Business Services • BHHS site budget • PTSA budget • AP Test scores • CAASPP ELA scores • District Staff Calendar April 11 2017 Agenda, April 2018 • Collaboration Agenda • Department Chair records of conferences and workshops • BHHS SARC, 2014-15 and 2016-17

<p>rate in testing and graduation, our performing arts students excel in competition and performance, and our AP scores greatly exceed all state and national averages.</p> <p>Multiple English department members have attended PD workshops at the local and state levels (often through LACOE) aimed at developing our familiarity with the online assessment including: training to be a rater (a scorer of the exam), understanding and implementing the IABs (interim assessment blocks which are basically practice tests), Digital Library and Interim Assessment Clinic and a workshop on Argument Writing. Some of the conferences and other professional development opportunities attended by different departments from 2016-present include (but are not limited to): Tech & Learning Conference, Apple Learning Tour, Lead 3 Symposium, Spanish AP language and Culture Seminar, LTEL Conference, ELPAC and ELD Conference, National Association for College Admission Counseling Conference, Greater Good Educators Institute, Response to Intervention – RTI, Administering IABS for SBAC at LACOE, National High School Journalism Convention, 2016 Art of Education Summer Conference, National AP Conference</p> <p>Effectiveness of the professional development is shown in the growth in CAASPP scores of the percentage of students meeting or exceeding the state standard</p> <ul style="list-style-type: none"> • ELA growth: 63% in 2015 to to 88% in 2017 • Math growth: 46% in 2015 to 62% in 2017 • Science: 80% in 2014 to 84% in 2017 	
---	--

Supervision and Evaluation

Findings	Supporting Evidence
<p>Teachers are evaluated every two years, with the staff roughly split into two groups so that not all teachers are evaluated in the same one year cycle. Options are given on what type of evaluation the teacher would like to use including random but short walkthroughs, scheduled but longer observations, and multi-year project based evaluations. Teachers are given feedback, both verbal and written, on areas of positive performance and areas of improvement. Teachers who do not meet the standards of effective teaching are given recommendations on improvement with additional observations. The California Beginning Teacher Support and Assessment (BTSA) Induction Program (called California Teacher Induction Program (CTIP) as of 2017) provides formative assessments, individualized support and advanced content for newly-credentialed, beginning teachers and is the preferred pathway to a California Professional (Clear) Teaching Credential. The</p>	<ul style="list-style-type: none"> • Teacher contract and handbook • PAR review process-- teachers may be recommended or may self-recommend • CTIP program records

<p>BTSA/CTIP Induction program is co-administered by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC).</p>	
--	--

A5. Resources Criterion

Allocation Decisions and Their Impact

Findings	Supporting Evidence
<p>BHHS is committed to finding ways to provide academic intervention for students. The following are examples of the manner in which resources are allocated to support student learning: Through district and/or community resources, BHHS provides after-school library services and tutoring by certificated staff members.</p> <p>BHHS administration is encouraging opportunities for collaborative, calibrated common assessment grading time. To this end, administration and English, history, and science department chairs plan for 1-2 common grading days using the scheduled performing arts shows. Teachers send their students to the assembly and grade common assessments.</p> <p>Students and teachers have access to technology for college and career readiness. Teachers and students received significant increases in student laptops availability for classroom use, CAASPP testing, and in the library. January 2019 marks the beginning of the distribution of 1:1 devices throughout the school.</p> <p>STAR Reading Intervention Program is used primary with EL students but was also used with intervention classes in conjunction with Nelson Denny reading/vocabulary diagnostic.</p> <p>For several years, Beverly Hills Juniors have taken the PSAT during a school day set aside for this event. More than 50% of sophomores also take the test on the same day. On PSAT day, freshman meet with counselors and begin their 4-year plan on Naviance and Seniors are provided college preparation break-out sessions. The school provides a Saturday PSAT Workshop the week before the PSAT. After PSAT Day, students and parents are given the opportunity to attend PSAT Results and College Admissions Testing Night to collect information and strategies. For the 2018-19 school year, all juniors will be provided with an opportunity to take the SAT free of charge during the school day.</p>	<ul style="list-style-type: none"> • 2017-18 Single Plan for Student Achievement • BHEF Budget • Joint Powers Agreement • BHHS Master Calendar • Jupitergrades • Single Plan for Student Achievement 2017-18 • PSAT Day Agenda 2015, 16, 17 • PSAT Results and College Admissions Testing Night • PSAT Results • National Merit Scholars • Tech Plan • STAR reading results • College Fair, College visits, College and Career Center, College Counselors, Speaker Nights, Course registration meetings • CTE Budget

<p>BHHS has a dedicated college counselor who makes sure students and parents are well-informed about college readiness. To this end, we provide many opportunities for students and families to meet with college representatives, college counselors, and testing advisors.</p> <p>BHHS also has a dedicated CTE coordinator who has helped grow several programs on our campus. Our robotics class has seen significant upgrades in the robotics workroom (2017-18). During the summer of 2018, CTE invested significantly in creating a new audio production classroom.</p>	
---	--

Practices: *Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>Each year the District gives the school site principals a budget divided by category for project site expenses. Prior year expenses determine the projected needs. Funding is based on state income collected from property taxes subtracting fair share to balance equitable school requirements. The single plan for student achievement articulates the spending of LCFF, Title III and General Funds.</p> <p>The district uses PeopleSoft, in conjunction with LACOE, for most budgetary expenditures. The ASB accountant uses ASBWorks to manage student-group purchases. All district/site and ASB expenditures must be pre-approved through requisition/PO and are signed-off by the principal or other administrator. The annual budget is made by the district business office. An outside auditing firm is hired yearly and the results of the audit are presented annually at a public board meeting</p>	<ul style="list-style-type: none"> • Annual district budget report • PTSA, ASB, and BHHS school site funding reports

Facilities

Findings	Supporting Evidence
<p>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</p>	<ul style="list-style-type: none"> • Work orders • Custodial handbook • 2016 SARC (School

<p>training. Custodians are required to comply with Beverly Hills Unified School District’s approved cleaning standards and policies outlined in the custodial handbook.</p> <p>Every morning, 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.</p> <p>Various aspects of the school’s campus are currently under construction. As such, portable classrooms are being used. Due to seismic concerns, the auditorium has been closed and not yet updated since the spring of 2015.</p> <p>A new athletic field was installed and opened in the early fall of 2017. This field accommodates multiple sports; before, various sports were spread out on different fields, including those that are off campus.</p> <p>The most recent facilities inspection at Beverly Hills High School took place on January 30, 2018. Based on the Office of Public School Construction (OPSC) Facility Inspection Tool (FIT), most buildings were rated as “Good” with a few receiving a “Fair” rating.</p> <p>Decommission and capping of the oil well on the south side of the campus, in addition to the construction of a metro stop on the west side of the high school, have created various health and safety issues and concerns within the community.</p>	<p>Accountability Report Card)</p>
---	------------------------------------

Instructional Materials and Equipment

Findings	Supporting Evidence
<p>Much of the technology support comes from PTSA, including much of the licenses and initial software purchases. The district does occasionally supply hardware in the classroom. Often if a classroom needs lab supplies or other support material, the directive is to add it to the PTSA “wish list”.</p> <p>Through the District Office there is a specific textbook adoption procedure. The last adoption was Spring of 2018. BHHS adopted a new Statistics textbook, and new AP US History workbook. BHUSD is prompted by the State of CA when new adoption cycles start. In addition, if a department or program identifies a gap or need, we can discuss moving the proposal to the board of education to start the conversation.</p> <p>The district funds TOSA positions within the individual schools to help other teachers with technology problems. Some sites (high school) have a team of student volunteers</p>	<ul style="list-style-type: none"> • Single Plan for Student Achievement 2016-17; 2017-18 • High School Annual Budget • BHEF Annual Budget • BHUSD textbook adoption policy and records • Norman Tech Squad Site TOSA Tech Leads (2) • Library purchasing orders • Book request spreadsheet • Copies of teachers’ reading lists

<p>to help assist the TOSAs.</p> <p>Library: Library media resource acquisition is funded primarily by the District and partly by PTSA contributions. The District provides approximately \$28,500 annually for books to the high school library and an additional \$32,500 for database subscriptions. Books are selected by the head librarian in consultation with teachers, students and other staff members. The emphasis in the library collection is on books that will support independent reading by the students and which will support the school’s curriculum. The head librarian orders books requested by teachers and students, especially to support teachers’ recommended reading lists, and also orders new fiction and non-fiction titles recommended by professional journals such as Booklist, Horn Book, and School Library Journal. The head librarian also makes accessible to students and faculty the following databases: Gale, ProQuest, and ABC-CLIO for social studies, all of them chosen because they directly support student research and the school’s curriculum.</p> <p>Science department lab supplies: Lab supply needs for the Science department are determined on a teacher by teacher basis, according to subject matter. The Science department requires both equipment and consumable supplies (such as chemical, specimens) on an annual basis.</p>	<ul style="list-style-type: none"> • bhhslibrary.com • Science department order records
--	---

Well-Qualified Staff

Findings	Supporting Evidence
<p>We work through a consortium with Culver City USD to provide all new staff in the hiring, nurturing, and ongoing PD to develop our new staff through California Teacher Induction Program (CTIP, formerly known as BTSA). They meet with the new staff once a month to cover topics like special education, EL, technology, pedagogy, and over resources to support them in understanding our mission, vision, and student learning goals.</p> <p>Counselors attend conferences and workshops for professional development including the UC, CSU conference, college visits and the National Association for College Admissions counseling and Western Association for college admission counseling conferences. CTE teachers are encouraged to attend at least one professional development experience each year, and we have a specific line item for the same in our CTE grant budget. Some examples include: a music industry and a DECA leadership conference. Our CTE Coordinator attends LACOE workshops on curriculum and pathways, including the Annual CTE conference in Palm Springs.</p>	<ul style="list-style-type: none"> • CTIP agendas • Career Readiness Grant • Single Plan For Student Achievement 2016-17, 17-18 • CTE Budget

Long-Range Planning: *Evaluate the effectiveness of these processes* for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions.

Findings	Supporting Evidence
<p>The District LCAP and the school’s SPSA align to determine budgetary decisions in an attempt to support student learning throughout the school.</p> <p>All our departments are provided a total of \$18,000 for basic classroom supplies, which comes to about \$250 per teacher or \$2000 per department. These supplies are ordered by department chairs. PTSA Wishlist items are for the purchase of bigger department needs ranging from art supplies, lab supplies, technology needs, scantrons, and a range of other needs. BHEF currently funds library tutoring and the College Counselor position.</p>	<ul style="list-style-type: none"> • LCAP/SPSAPTSA budget • High school budget • District budget • Department budgets • PTSA Department Supplies/Wishlist items • PTSA Budget • BHEF budget

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

Summary (including comments about the preliminary identified critical learner needs)

Current administration has established a clear mission and purpose that include three student learning outcomes. We have six academic counselors who provide individualized academic support to each student. (Critical Learner Need #1) We have higher education preparation as seen in our College and Career Center personnel availability, Career Day, programming provided to all students during PSAT Testing day and at other times throughout the year.(Critical Learner Need #4) Current construction projects that have limited access to various areas of the school impede the school’s ability to address some identified critical learner needs, as it limits the staff’s possibilities for ongoing collaboration. The school community also recognizes the need to rebuild relationships among staff, site administration and district level administration after a year of contentious labor disputes.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Coordination among support staff works to meet the needs of socioeconomically and academically disadvantaged students are being serviced
- Through the use of Jupiter Grades, Aeries, and other systems the district provides current student progress, updates on behavior, and communication of other types to the parents and community (A2.2).
- School provides support for college and career preparedness through the College and Career Center, PSAT and SAT testing, CTE coursework, MSA, college visits on campus, etc. (A5.1)
- The school provides a supportive environment for students via various counseling programs from NormanAid and meetings with counselors of all types.
- Staff is highly qualified and knowledgeable in their subject areas.
- Continuing to improve availability of technology to all members of the campus community, first via faculty laptops and moving toward supplying student laptops.
- A majority of members of the school community were given an opportunity to be involved

in creating the WASC report, including the processes of reflection and revision

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Although there seems to be a slowing of continual changes in administration, the vision and mission statements need to be more consistent shared with all stakeholders.
- BHHS needs to work to gather and apply input from all stakeholders regarding use of school and district funds for programming
 - Review and revise the success of the programs and how to improve them for the future
 - Create protocols to ensure input from all stakeholders and protocols for the review and revision process
 - Look into one additional day of professional development before school begins
 - Separate district-wide professional development days by grade level/subject
- Long term planning can be an issue in the district. We have calendars that are set a few years in advance, but every year there is at least one event that was known in advance but are not well planned for. (A3.1)
- We need to work towards healing the relationship between teachers and the district leadership after a long and contentious contract dispute.
- Develop a clear vision regarding goals for collaboration time that allow for authentic, useable collaboration
- Prioritize budgeting to maintain all on campus technology and to continue to expand WiFi capabilities/connectivity
- District needs to readjust school budgets so that less onus is put on BHEA and PTSA for funding of various supplies, professional development and conference opportunities, and programs

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

Current Educational Research and Thinking

Findings	Supporting Evidence
<p>All teachers and staff members are encouraged to attend conferences and to implement new techniques into their classrooms. Teachers who attend conferences report back and share out with the staff and/or department. Additionally, teachers who are taking continuing education courses often share out with staff.</p> <p>Staff Development days include professional presentations (both in house and external speakers) in order to improve staff practices including technology training, safety training and inclusion practices. This professional development includes, but is not limited to: local and national conferences, college visits, sharing with colleagues, onsite/offsite professional development, faculty and department meetings, professional development days and email communications. The knowledge gained via PD is then applied in the classroom and to department wide common assessments.</p>	<ul style="list-style-type: none"> • Attendance for conferences • Department meeting minutes • Handouts reflecting learned methodology • Jupiter analytics • Share drive for Departments and BHHS • List of Staff Development dates and topics and attendance • Copies of exams

Academic and College- and Career-Readiness Standards for Each Area

Findings	Supporting Evidence
<p>All courses focus on the Common Core standards as applicable to that area of study, and all UC approved courses work from approved syllabi. Additionally, all AP courses utilize syllabi that have been approved by The College Board. The College Counselor is in communication with department heads and manages the UC portal; the College Counselor submits for approval course descriptions for newly offered courses and removes from the list courses no longer offered (UC approved A-G list).</p> <p>Counselors meet with all students grades 9–12 in order to develop educational and career plans that align with students’ personal and career goals. Counselors help students develop a four-year plan in order to ensure that all students meet the A-G Graduation and College Admission requirements. Students are encouraged to exceed the minimum A-G requirements and to accelerate in the area of their strengths for selective college admission. The college counselor visits classrooms to educate students regarding four-year college admission requirements. Counselors meet with all students individually to cover course selection for the following year, review of graduation requirements, A-G and college admission requirements, summer school, and</p>	<ul style="list-style-type: none"> • A-G course list • Norman Guide • Naviance 4-year plan. • Counselor program guide with meeting dates. • Course selection form including AP coursework and elective options. • Naviance Classroom presentations • Career Technical Education (CTE), Career Day, Student clubs, Club competition participation, Club Day

<p>four-year planning.</p> <p>The counseling department utilizes Naviance, a web-based college and career planning resource. Through Naviance, students create and manage their four-year plans, create and manage their resumes, record and manage their community service hours. The College Center utilizes Naviance to track and analyze data regarding college plans, and providing up-to-date information that is specific to Beverly Hills High School..</p> <p>Additionally, the Career Education coordinator works with CTE teachers to create career oriented electives, organize the Career Day on the BHHS campus, help students create resumes by holding resume writing workshops, teach students how to search for jobs and internships, and oversee several career oriented clubs on the BHHS campus such as DECA Marketing, Skills USA, and Speech and Debate.</p>	
---	--

Congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards.

Findings	Supporting Evidence
<p>BHHS has clearly defined Student Learning Outcomes (SLO), posted throughout the school, which are consistently addressed in a variety of ways throughout the school community.</p> <p>Counselors and teachers build a college-ready culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way. (SLO #3)</p> <p>Counselors and teachers advance students' planning, preparation, participation and performance in a rigorous academic program that connects to their college and career aspirations and goals. (SLO #3)</p> <p>Counselors provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. (SLO #3)</p> <p>Counselors ensure that students and families have an early and ongoing understanding of the college and career application and admission processes so they can</p>	<ul style="list-style-type: none"> • SLO posters • Naviance four-year plan • Student transcripts • Student acceptances to uni/colleges • Advanced Placement/Honors level courses • Naviance Interest and Career surveys • Individual student meetings with counselors • College Night • Counselor presentations at K8 schools • Information published on website • Counselor collaboration between K8 and High School counselors • Career and Technical course offerings • Career Education coordinator

<p>find the postsecondary options that are the best fit with their aspirations and interests. (SLO #3)</p> <p>The school provides ways for students to connect to school and community resources to help the students overcome barriers. (SLO #2) Students acquire the attitudes, knowledge, and skills that contribute to effective lifelong learning in and out of school.</p> <p>Students graduate with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. Students strive to understand the relationship of academics to the world of work and to life at home and in the community.</p> <p>Academic departments follow curricular guidelines, frameworks and standards for all subjects (common subject plans, common planning time, common assessments, standardized tests, AP tests). Academic departments prepare students for graduation via HS requirements and A-G requirements.</p>	<ul style="list-style-type: none"> • Career Technical electives • Career Day on the BHHS campus • Resume writing workshops • Internship Opportunities • Job search workshops • Academic syllabi/course calendars • Academic common assessments • Department/Subject level collaboration/planning
---	--

Integration Among Disciplines

Findings	Supporting Evidence
<p>The BHHS school community works to include integration of curriculum across the disciplines as applicable. The following are some examples:</p> <p>Social Studies: AP Comparative Government is an advanced placement course that incorporates politics, government, economics, and history. Further, Acadeca is a multidisciplinary class and competition that incorporates science, mathematics, social studies, music, art, literature, and economics. Model UN is an educational simulation and academic activity that incorporates international studies, comparative government, history, and economics. Social Studies overlaps with appropriate English, Music, Theatre and Art course material.</p> <p>Physical Education & Athletics: Track and Field incorporates athletics with mathematics and physics to analyze distance and bodily movements. Dance incorporates athletics with theater, music, and literature. Weight Training incorporates fitness training with biological and anatomical education.</p> <p>Art: Architecture incorporates math, technology, and design. Tech Arts incorporates art and technology.</p> <p>Foreign Language: Foreign language classes incorporate culture, history, geography, culinary arts. Additionally, students' learning culminates in a Cabaret, an end of the year program, that combines foreign language with music, art, dance, and culinary arts</p>	<ul style="list-style-type: none"> • Model UN competition list • Aca-Deca competition list • Course descriptions and syllabi • Norman Bulletin Norman Update Beverly Hills <i>Highlights</i> • <i>Beverly Hills Courier & Beverly Hills Weekly</i> articles • Display cases, Flyers, Art Show, Portfolios • Verb Mastery Exam • National French Exam • Club activities

<p>Science: Medical Science Academy incorporates biology, chemistry, health, psychology, anatomy and physiology. MSA students also volunteer at Cedars Sinai Hospital and UCLA Ronald Reagan Medical Center to gain experience in the medical field. AP Environmental Science is an advanced placement course that incorporates earth science, biology, and human geography.</p> <p>English: English classes integrate the study of historical context as part of the study of various genres of literature. Additionally, all English courses include the study and analysis of non-fiction texts which focus on various subject areas.</p>	<ul style="list-style-type: none"> • School fundraisers • Course description • Science Olympiad • Science Fair • English Department book lists
--	---

Articulation and Follow-up Studies

Findings	Supporting Evidence
<p>The leadership at BHHS clearly communicates with our feeder schools and incoming students. Once per school-year, high school counselors collaborate with the counselors and administrators of each of the four district’s K8 schools concerning course offerings and prerequisites. Additionally, a representative from each BHHS academic department presents to the middle school students and their parents regarding course offerings and expectations. The teachers at middle school fill out articulation cards that recommend appropriate curricular level for each incoming 9th grade student. BHHS offers new to district students the opportunity to take Honors English and Honors math placement tests. Periodically, high school departments articulate with K8 counterparts in the district to discuss vertical alignment.</p> <p>The CTE program offers middle school students the opportunity to take introductory classes in Robotics, Culinary, Business, Audio Production, Speech and Debate, and media at BHHS with high school teachers.</p> <p>On the school website, the School Profile in the “About Us” section lists available courses, and AP and Standardized Exam results. The “Counselor’s Corner” section of website provides information about graduation requirements, UC/CSU qualification requirements, Science and Elective Course offerings, and Math Sequence of Courses. The same section also makes available 4-year planning sheets. Anyone can access this information about courses and registration.</p> <p>BHHS currently does not have a follow-up study of graduates. However, the school does give senior exit surveys to track post high school plans and matriculation to colleges/universities, and the school studies transfer information regarding alumni transfer success rates through Santa Monica College.</p>	<ul style="list-style-type: none"> • Middle School presentation Powerpoints • Articulation card • Honors placement test results • Aeries • Enrollment lists of CTE courses • BHHS School Profile • Counselors’ Corner • Naviance survey results • Transfer data report from Santa Monica College to 4 Year Universities. • Dual enrollment registration and information distributed throughout high school. • UC approved course list

<p>Additionally, we offer dual enrollment with local colleges. We currently offer American Sign Language through West Los Angeles College, and we offer photography and media through Santa Monica College. These courses are meant to enhance the education at BHHS.</p> <p>The syllabi of all BHHS UC approved courses have been evaluated by the UC thereby ensuring the sharing of course goals and expectations</p>	
--	--

B2. Access to Curriculum Criterion

Findings	Supporting Evidence
<p>All students at BHHS have the opportunity to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. In addition to a robust academic program, our career and post-secondary educational programs have grown greatly over the recent years.</p> <p>In the Medical Science Academy, students are immersed into the medical field to pursue their passions in medicine. DECA is a business orientated club that encourages students to learn more about different sectors of business including Marketing, Finance, Business Admin, Entrepreneurship, and Hospitality. DECA students participate in many competitions. Model United Nations (MUN) allows students to study politics around the world and to have the opportunity to discuss real world events and problems. Journalism classes allow students to write and publish articles on many different topics. The Culinary Arts classes allow students to understand catering, and provide students the opportunity to become personal chefs for teachers. BHHS offers students interested in visual and performing arts opportunities to participate in classes such as Orchestra, Musical Theatre, etc. Students not only have the opportunity to perform, but also work backstage to help the production. The Robotics program allows our students to study the STEM field and do hands-on activities, such as building a robot for a competition. Sports Medicine not only teaches students how to work with athletes but also provides them the opportunity to apply their skills at sports events. Our school offers many arts classes to help students pursue artistic interests. AP classes are also offered to further skills.</p> <p>There are many Career Technical Education (CTE) classes offered, allowing students to pursue their interests. There are student-run programs and provide leadership skills. Some examples are: Fashion Design, Science Club, Math Club, etc. Associated Student Body (ASB) provides students</p>	<ul style="list-style-type: none"> • MSA • DECA • MUN • Journalism • Culinary Arts • Visual Performing Arts, AP Art • Robotics • Sports Medicine • Arts, AP Art, and AP Art History • Career Technical Education (CTE) • Norman Guide on the link provided below. https://1.cdn.edl.io/GByFyzNSodmR7ZqusQT8RWiUMYu pAylpXPaKrmX3goLothVG.pdf • Clubs • ASB • Science Olympiad • Career Day Schedule • College Day Schedule • Networking Night • College Night • Annual Counselor Meetings

<p>opportunities to practice leadership skills and to plan school spirit activities. They also reach out to the community. Science Olympiad is a nationwide program that allows students to learn in depth information about different fields in science.</p> <p>Career Day provides students with the opportunity to learn more about different careers. More than 150 professionals present in this day-long activity. The entire school participates with an alternative bell schedule. In addition, College Day provides opportunities for sophomores and seniors to connect with and explore a variety of post-secondary options while juniors take the PSAT. At this time, freshmen create four year plans and explore careers with their counselors. Networking Night invites students to interact with business professionals.</p> <p>Our school hosts college admission officers from both national and international universities to talk to students about the college admission process and financial aid.</p>	
--	--

Accessibility of All Students to Curriculum, including Real World Experiences

Findings	Supporting Evidence
<p>BHHS students have access to a rigorous, relevant and coherent curriculum across all programs that include real world applications as appropriate for that individual student. Students are made aware of the course offerings at BHHS along with the prerequisites for each course. This knowledge allows the students and their families to access the appropriate courses for that student. Teachers include real world applications as appropriate for that subject area. Additionally the many CTE courses allow students access to real world knowledge through programs such as K-BEV, DECA, Robotics, and Culinary Arts. Furthermore, visual and performing arts offer a variety of opportunities to engage in authentic experiences as students design sets and work with the theater technical process.</p> <p>Additionally, our leadership groups on campus, ASB and Service Learning, teach the students organization and leadership skills. The student-produced newspaper, <i>Highlights</i>, provides the participants the opportunity to learn skills required in the field of publication. We also offer a variety of competitive sports programs. Through these successful athletic programs our students have the opportunity to pursue athletics at the college level.</p>	<ul style="list-style-type: none"> • Registration information/course selection forms • Course syllabi • CTE course offerings and enrollment records • Journalism, ASB, Service Learning, Athletics

Student-Parent-Staff Collaboration

Findings	Supporting Evidence
<p>BHHS parents, students and staff are offered multiple opportunities throughout the course of the school year to collaborate with staff regarding a student’s learning plan. These opportunities include the following:</p> <ul style="list-style-type: none"> • Students meet with counselors at least once a year for schedule planning. In addition to the counselor, students have access to a college counselor. Parents have access to college information nights. • College counselor shares post-secondary opportunities with staff in order to help educate their students. Teachers make individual recommendations for students’ class placement for the subsequent year. • Special Education teachers have regular meetings with parents and staff. Parents of English Learners also receive communication in their home language when necessary. 	<ul style="list-style-type: none"> • Counselor’s Calendar • Staff presentation notes and email records • Course placement information - registration forms/Jupiter grades • Record of parent communication

<p>Post Graduation Options</p> <ul style="list-style-type: none"> • All families receive access to a comprehensive college counseling program. Students and parents engage in college guidance activities starting in the 9th grade and begin working more closely with their guidance counselor and the College Counselor in the 11th grade to make well-informed plans for the students' post high school years. The College Counselor works in conjunction with the counselors to assist students in building and implementing a four-year plan. The four-year plan includes college and career goals and is reviewed yearly in individual meetings with the counselors. • The College Center hosts over 120 colleges and universities primarily in the Fall semester to all students. Students have the ability to meet with individual representatives and explore post-secondary options, the college admission process and learn about admission requirements, major exploration and various degree pathways. Programming includes a College Day in October with the implementation of the four-year plan, learning college readiness standards and A-G requirements, College Fair, evening presentations on various topics such as Financial Aid and a College Admission Case Study. • Classroom guidance includes education on all post-secondary goals including 4-year, 2-year, trade/institute, military, work, gap year, other. Sophomore and Junior years continue to build on the foundation of ninth grade with course selection and re-visiting the four year plan. Sophomore and Junior students will take the PSAT and attend information sessions to correlate PSAT results. On-campus test preparation is offered including full-length practice SAT and ACT exams. 10th and 11th graders will begin and continue to build upon a resume in Naviance in addition to the four-year plan. Character/personality assessments are completed in addition to Naviance college exploration. Classroom guidance lessons ensure all students have access to Naviance and information. Students and parents may attend evening presentations on various college/career opportunities. • Senior year students meet individually with counselors and the college counselor to correlate their self-discovery and growth with post-secondary goals. The college counselor will assist in finalizing the college lists and in the application and financial aid process. Application workshops are held throughout the Fall semester and into the Spring semester with Community College applications. • Parents may attend evening events and monthly Coffee 	<ul style="list-style-type: none"> • 4-year plan • Naviance • College representative visits • PSAT college day schoolwide program. • College Fair • Classroom guidance • Financial Aid Evening event, College admission case study • Coffee with Counselors • Email communication • Career Day, career workshops. • Alumni speaking events. • Industry Certifications • Field Trips • CTE pathway programs • Internships posted throughout school communication. • BHHS Alumni Panel • BHHS Parent Alumni Panel • School bulletin • Library Tutor Schedule • Peer tutoring in college/career center • BHEF Summer Bulletin • BHEF Website
--	---

<p>with the Counselor meetings to discuss appropriate college, career preparation and planning. Monthly grade-level communication is sent home via email to all students and parents including resources (online, guidebooks, etc.), information about upcoming events and appropriate college preparation and planning timelines.</p> <ul style="list-style-type: none"> • In addition to the College Center, with the program coordination of a full time Career Coordinator, BHHS offers extensive career-driven curriculum in the form of Career Technical Education, career exploration days and fairs, internships resume building and job shadowing. • The College and Career Center hosts guest speakers who address a variety of topics from college admission representatives to alumni and professionals to foster post-secondary goals and exploration. The center also has a laptop cart containing 30 laptops in order to enable student access. Students are able to take career interest profilers and personality assessments, build resumes, search for colleges and majors, and complete applications (college/scholarship/internship) within the College and Career Center. • Our CTE courses incorporate the opportunity to earn industry certifications for our students including an industry Broadcast Certificate, a Food Handling Certificate, and a ServSafe management certificate course and exam. Our CTE courses take students on field trips to businesses in their related industries. • BHHS hosts various alumni panel presentations highlighting experiences throughout college. These discussions provide great opportunities for students to ask college-aged students questions about academic and social issues when transitioning to college. • BHHS hosts an annual parent panel for 12th grade parents to learn about experiences with the college transition. This includes parents of students who have attended all types of universities. • BHHS offers academic support programs to ensure students are meeting all requirements. Peer tutoring is available for students who are struggling to keep up in their academic classes. Teachers also volunteer their time to tutor students in their subject areas. Tutoring hours are posted in the library and students sign up for slots or walk in during these hours. The special education department also offers extra support for students who need services in order to successfully meet academic requirements. Also, BHEF provides academic classes needed to complete requirements over the summer. BHEF Summer Academy offers many courses that are required for graduation. 	
---	--

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Summary (including comments about the preliminary identified critical learner needs)

BHHS provides students with a varied and extensive curriculum focusing on encouraging students to explore a variety of opportunities (both academically and personally). In addition to a strong academic program with many honors and AP courses, the school also provides pathways for students to access career training and to experience growth in the performing arts. This multi-tiered curriculum helps to support all students (Critical Learning Need #1) while also encouraging students to explore various options for post-high school life (Critical Learner Need #4). We do recognize the need for greater alignment between like courses and for more higher level thinking skills integrated into all aspects of the curriculum (Critical Learner Need #3). We would also like to see additional offerings of non-AP/Honors electives.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- All students have access to a comprehensive college counseling program with designated college counselor.
- All students have access to many AP/Honors courses along with career technical pathways
- Many departments utilize common assessments; some of these assessments are also commonly graded.
- Student have access to the Medical Science Academy
- Common Core Standards guide instruction.
- High School graduation requirements are in alignment with the UC/CSU A-G requirements.
- Extra curricular programs such as MUN and DECA support curriculum.
- Foreign language students extend learning through National French Exam and Cabaret performances.
- Both the Robotics program and the Science Olympiad support student learning beyond the classroom.
- The English Department requires a Common Book for summer reading for AP and Honors at all grade levels.
- Open access through the override process is allowed for all students in many AP and Honors courses.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Need for greater alignment within the same courses taught by different teachers.
- We need to integrate more critical thinking in daily and culminating curricular work.
- Departments would benefit from more integration and time for cross curricular instruction.
- The school should work towards developing a strategy to increase awareness of alumni curricular preparedness - entailing periodic tracking of former students through the use of surveys and interviews.
- Online survey could be emailed to all alumni to collect information about GPA, matriculation rate, transfer rate and rate of graduation within 6 years.
- The College Center could plan college field trips for students to learn more about different local universities and colleges.
- Students would benefit from a wider range of non-AP academic electives

Category C: Standards-based Student Learning: Instruction
C1. Challenging and Relevant Learning Experiences Criterion

Findings	Supporting Evidence
<p>BHHS offers a wide and comprehensive curriculum including many honors and AP level courses. Within all our courses, students engage in higher-level thinking skills (SLO #1) and character development activities (SLO #2). College and career readiness (SLO #3) programs are easily accessible for the students via the extensive programming provided by the College and Career Center. Some of this programming takes place within various courses including the CTE classes such as Culinary, KBEV, and Robotics. Additionally, DECA, AcaDeca, National French and Spanish Contests, Science Olympiad, American Math Competition, Skills USA, Choral and Instrumental Festivals, Drama Festivals and other programs offer competition opportunities in career and college readiness. The Special Education program offered workability last year and always offers transition support through DOR as well as specialized academic instruction.</p> <p>Counselors explain various learning opportunities so that each student has the opportunity to access the appropriate courses. Students also have the ability to access courses at an advanced level through the override program if the student was not recommended for an advanced course. However, some parents and students have expressed frustration regarding “limited” access and pathways to higher level courses per Generation Ready curriculum audit.</p> <p>Through observation of students in the classroom, we have found that many courses provide opportunities for students to collaborate with peers, to utilize technology as a path to achievement and to participate in project-based learning. Additionally, many departments have created formative and summative common assessments to guide and inform instruction. Some departments have also created and implemented common standard based assessments which are graded by the department as a whole.</p>	<ul style="list-style-type: none"> • College/career center use • CTE classes • Special education workability • DECA • AcaDeca • Summative and Formative assessments • Commonly graded assessments - English, Social Studies, Science • Generation Ready curriculum audit • Medical Science Academy

Student Understanding of Learning Expectations

Findings	Supporting Evidence
<p>Teachers and counselors work to ensure that the students have access to and understanding of the standards needed to achieve proficiency. At the beginning of each year, all teachers post their syllabi on Jupitergrades to provide clear classroom and course expectations. Jupitergrades is also used to provide pacing expectations for students regarding due dates/assessment dates to help students manage their schedules. Jupitergrades provides</p>	<ul style="list-style-type: none"> • Rubrics • Learning Targets • Student self reflections • Syllabi • Jupitergrades

<p>immediate feedback for students to self-assess. Some teachers engage students in self-reflective written evaluations that help metacognitive assessment practices. Many teachers provide rubrics of expected learning outcomes. Some math teachers have specific learning targets of which those students are aware. The Foreign Language Department uses pacing charts to ensure proper articulation grades 7-12. Other departments also use pacing charts within their courses. Performing Arts students are often evaluated by experts of their fields at local and national festivals. AP classes use College Board Standards Based Rubrics and Assessments and shares these expectations with the students. All of this combined allows for greater student understanding of the expected standards in each class.</p>	<ul style="list-style-type: none"> • AP Rubrics • Pacing Charts • Performing Arts Evaluations
--	--

Differentiation of Instruction

Findings	Supporting Evidence
<p>BHHS teachers work to differentiate instruction as a means to engage multiple learning styles. Differentiation at BHHS occurs in many forms, including a wide variety of course offerings designated as Regular, Honors, AP, EL, Special Ed and Co-taught. Teachers implement 504 accommodation plans and IEP requirements for those designated students. Additionally, teachers are available to work with students on their individual learning needs before school, at lunch, and after school. Peer tutoring is also available as a means for students to access the curriculum in potentially different ways. Differentiation occurs at various levels from instruction, to assignments and assessments.</p> <p>Examples of differentiation include but are not limited to: the use of Prezi and Powerpoint for presentations (student and/or teacher led), Kahoot, Juno Testing, Smart Boards, Language Lab, LabQuest, Library Databases, Multi-media based Freshmen Library Project, Student-Produced Video Projects, and a variety of note taking strategies.</p> <p>More specific subject area examples include:</p> <ul style="list-style-type: none"> • English teachers often allow the students to read outside reading books of their choice and to complete student designed projects. • In Foreign Language classes much of the learning is auditory and kinesthetic. Some courses are currently employing the digital components to textbooks allowing for various means to access curriculum. • Within special education differentiation is provided in a multiple of ways: through the number of problems, the offering of choices for the product outcome, length and breadth of assignment fitting abilities and IEP. As often as possible, choice-in-outcome-production is offered with a visual presentation and a standard essay or short answer. 	<ul style="list-style-type: none"> • Class observations and syllabi • Independent Reading projects/Literature circles • Digital textbooks • Sports Medicine Skill Labs • Choreography of dance performances • Note taking samples • Scaffolded assignments • Study guides for tests • Choice of assessments in terms of projects • Math assignments

<p>Some students shine when using a program such as IXL or Khan Academy but falter when using a traditional textbook. Many students utilize the virtual labs available with the bio text to increase understanding.</p> <ul style="list-style-type: none"> • In our Performing Arts classes, teachers differentiate instruction by allowing for student written, lead, or choreographed performances. • In Social Studies courses, teachers often differentiate in regards to homework. Students are able to take notes on the assigned section according to their desired learning preferences: audio notes, hand written notes, quizlets or Kahoots, Cornell notes, mind maps, cartoons, answers to the section review questions. • In some Math classes, differentiation is seen in a variety of homework assignments in which the students may demonstrate comprehension in different ways depending upon their individual strengths. • The Sports Medicine class includes hands-on skills lab days; on these days the teacher differentiates instruction by placing like skilled students in groups of three, from highly skilled to emerging skilled to no/ low skill. • In some science classes, differentiation occurs in lab when students are placed in like skilled student groups. In other classes, homework and class assignments are differentiated by skill. • Across disciplines some teachers differentiate for ELs by integrating ELD specifically designed to help ELs develop academic language in their particular disciplines and support ELs in accessing the curriculum by offering a variety of support dependent upon the EL students' English language proficiency level. <p>Through differentiation, students are able to work at the level most appropriate for them which enhances their learning experience and allows for greater growth.</p>	
--	--

C2. Student Engagement Criterion

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Teachers integrate technology into the curriculum in a variety of ways including Prezi and Powerpoint for presentations (student and/or teacher led), Kahoot, Juno Testing, Smart Boards, Language Lab for adaptive language practice, LabQuest, Library Databases, Multimedia based Freshmen Library Project, and student-Produced Video Projects (including foreign language classes), and student-produced audio & video projects.</p>	<ul style="list-style-type: none"> • Jupiter Grades • Juno testing records • Digital textbooks • Computer lab sign ups • Library database records

<p>Each 11th grade English teacher has a cart of laptops in his/her classroom to encourage use of technology on a daily basis via testing, essay writing, research and groupwork. Some math classes also have laptop carts for use in the same way. We have two computer labs which teachers also regularly use for class assignments. EL classes have a laptop cart and iPads available to students as well. Additionally, art classes such as Graphic Design and Animation utilize technology on a daily basis. Computer and internet access are utilized in the generation of research projects and essays across disciplines. The school also has a Robotics team that has demonstrated the practical application of technology use.</p> <p>All classrooms have a projector and almost all have a document camera to facilitate classroom presentations and learning. In the summer of 2018, new infrastructure for increased wifi use was installed throughout the school building. BHHS is also moving to 1 - 1 devices in January 2019 through grade level phases.</p> <p>The Bhusd.com email account allows students and teachers to collaborate on projects, via Google Drive. All teachers are transitioning to the use of the bhusd.com email account.</p> <p>BHHS currently has four staff members who dedicate a portion of their work day to supporting and training other staff members in the use of technology in the classroom. On November 30, 2017, all staff members were given a laptop computer for use within their classes and to encourage additional incorporation of technology into instruction.</p>	<ul style="list-style-type: none"> • Multimedia assignments • Freshmen library project • Foreign language video/audio assignments • Art classes • Robotics Team records • BHUSD.com • Tech TOSA positions • Speech to text • Adaptive technology
---	---

Teachers as Coaches

Findings	Supporting Evidence
<p>The teachers at BHHS use a variety of coaching strategies to facilitate learning for all students. This is done through checking for understanding, the use of open-ended questions to help facilitate understanding and exploration, Socratic seminars in which the students lead and guide the discussion, project-based learning, oral presentations, incorporation of teaching study skills/strategies, facilitation of real-world connections, and student-led teaching. Teachers also coach students during one on one time in office hours.</p> <p>A great deal of coaching also occurs in the ASB, Service Learning and CTE classes which are almost completely project based in nature; in Service Learning, for example, students design their own service project while the teacher helps to facilitate the implementation of that project. Students also receive direct coaching support from their academic and</p>	<ul style="list-style-type: none"> • ASB • Link Crew • Service Learning • Personal/Academic Guidance • Socratic Seminars • Project-based Learning in CTE • AP Prep Sessions • College and Career Center offerings

<p>personal counselors. Link Crew program empowers upperclassmen to be mentors to the freshmen and new students. The College and Career Center coaches students in college readiness and the application process.</p>	
---	--

Examination of Student Work

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Students can demonstrate all of this in multiple ways including, but not limited to: research projects, labs, digital presentations, co-curricular and extra-curricular programming, class discussions and project -based learning.</p> <p>Some specific examples of these activities include:</p> <p>a. KWL graphic organizers and other activities help students access and apply knowledge they already have acquired.</p> <p>b. Students in some World History classes use their knowledge and computer skills to solve the codes in a World War II Breakout EDU.</p> <p>c. Freshman English classes complete a library project that helps them learn how to access knowledge. 10th and 11th grade research papers in English classes require that students evaluate and synthesize information from multiple and present a final written project.</p> <p>d. In AP Environmental Science, students are required to do a capstone projects at the end of the year, delineating the reasons that particular species are endangered.</p> <p>e. In the Norman News Broadcast Journalism class, students are required to research topics and then fact check stories in order to create a weekly Norman News program (which contains news from around the school, the city, and world news).</p> <p>f. Students from both Highlights news and Watchtower yearbook continually demonstrate acquired knowledge and skills at higher cognitive levels. Students on both publications first learn the basic skills of journalism (interviewing, writing various story styles, photojournalism, broadcast journalism, etc.) and publication creation (layout design, hierarchy, dominance, etc.). Once they have demonstrated that they understand and can apply the knowledge, they are ready to continue into higher levels of cognition. I) CABARET is a student production of approximately 20 acts featuring students of all levels of French performing skits, poems, or songs all entirely in the target-language (French) and instrumental music and</p>	<ul style="list-style-type: none"> • KWL Charts • Breakout EDU • Freshmen Library Project • Research Papers • Chemistry Labs • APES Capstone Projects • Broadcast Journalism/Norman News • Highlights/Watchtower • Cabaret • Performing Arts

<p>dance, of French compositions. In addition, students are involved in all other aspects...decorating the cafeteria, publicity, artwork for the program, photography, helping with the intermission treats, etc.</p> <p>J) In Theater Arts, research can include character development, studying historical accuracy for stage design and costumes. Dance company researches time periods for differing styles of dance. Vocal music researches differing musical styles. All of these are evaluated through performances.</p>	
---	--

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>Critical thinking activities and exercises (SLO #1) are incorporated into classes and clubs throughout BHHS</p> <p>Some examples of these activities include:</p> <ul style="list-style-type: none"> • Science labs that require planning, implementation and data analysis. • Problem solving in both math and science classes that require students to use multiple equations to synthesize responses. • In English classes, students participate in Socratic seminars and group discussions to analysis fiction and non-fiction text. Students write essays and research papers in English classes to evaluate current events and classic literature. • In Visual and Performing Arts students create unique works of art visual and performance art. • In history courses, students evaluate primary source documents and write Document Based Questions using the sources. • Students study independent topics for academic competitions. • In EL classes students design questions/prompts based on Bloom’s Taxonomy, addressing SLO#1 and making sure students understand the goals and standards. 	<ul style="list-style-type: none"> • Science Olympiad • Math Club, and classrooms • Limiting Reagent Lab • Socratic Seminar records • Research paper samples • instrumental and vocal music performances • Intermediate Dance and Dance Company • Drama Lab and TAW • DBQ - Common Assessments • AcaDeca

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
<p>Throughout the school community students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.</p> <p>SLO #1: Higher level thinking skills - Within the academic</p>	<ul style="list-style-type: none"> • QR codes for interactive learning lessons • LabQuest technology for physics classes

<p>setting, students use technology on a daily basis. Examples include: use of the LabQuest gadget in physics classes and interactive QR codes for math learning activities, use of audio in language classes to demonstrate comprehension, use of assistive technology is provided for many students in Special Education, use of online tutorials, study guides, games, quizzes, worksheets, and projects (such as Kahoot, Google classroom, IXL, and Nearpod.) Many classrooms are equipped with laptop carts, CPS (clicker system), Smart Boards, document cameras and projectors. Subject specific technology and software are available in math, science, technology, and art classes such as Graphic Design and Animation. Computer and internet access are utilized in the generation of research projects and essays across disciplines. The school also has a Robotics team that demonstrates the practical application of technology use. Student technology uses varies from teacher to teacher depending on the instructor's level of comfort. However, the school is moving to 1-1 device use over the course of this school year. All students also have their own Google email that allows them to access lessons and activities, in school or at home.</p> <p>SLO #2: Character Education: ASB, Service Learning, and Link Crew utilize technology through the organization of volunteer activities such as Albion Street, the canned food drive, blood drive, Penny Wars, Wish Week. These community activities help students develop character and learn to function as humane citizens and active participants in society. The Medical Science Academy volunteers with and contributes to non-profit organizations. The students involved in planning these various activities utilize technology to organize, disseminate, and analyze information to allow the programs to work effectively and to build character across the school community.</p> <p>SLO # 3: College and Career Readiness: The College Center uses Naviance to help students understand college and career choices. The DECA program has many samples of work, such as a business plan, that demonstrates students working with technology. In the Stage Design and Technology class, along with Audio Production CTE class, students learn how to use production technology (power tools, sound and lighting board with computer programs, sewing/costuming machines and tools, etc.) to prepare them for a possible career in stage management or stage technology. English classes utilize digital editing to help students create personal narratives for their college applications.</p>	<ul style="list-style-type: none"> • Use of Google classroom and Juno for online assignments • Use of audio in foreign language to test listening and conversational skills • Google Drive and other technology used in ASB to coordinate activities and operations • Naviance program • DECA business plans and start-up project plans • Personal Finance Class • TUPE Grant
--	--

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>BHHS students extensively utilize alternative means to access information other than via a textbook. A survey was sent to all BHHS teachers in April 2018, and the following were cited as the most commonly used means for students to access information in addition to textbooks (listed in order of most common usage to least common):</p> <ol style="list-style-type: none"> 1. Class discussion 2. Internet research 3. Visual productions (documentaries, demonstrations, webinars, televised media) 4. Student participation, including Performing Arts, classroom presentations, sports, Mock Trial, Culinary, etc.) 5. Primary source documents (DBQ's for example) 6. Attending live events (concerts, sports events, performances, Distinguished Speakers Series, etc.) 7. Periodicals 8. Off-Campus experiences (field trips, museums, film festivals, etc.) 9. Databases 10. Social Media 11. Labs and Experiments 12. PowerPoints and Prezis <p>Other examples from individual classrooms include: Investigations using Desmos.com (a graphing calculator interface application); Breakout EDU (similar to Escape Room); Virtual Field Trips with Google Cardboard; Radio (such as NPR); news broadcasts (CNN, etc.); music/specific songs; Live Google Hangout with the Sutherland Springs, Texas AP Lit class; Students interview someone in a career they are interested in; Virtual labs; Amgen Curriculum; HASPI curriculum; Desmos (online graphing tool); YouTube; Online experiments</p>	<p>Teacher Survey implemented in April 2018</p>

Real World Experiences

Findings	Supporting Evidence
<p>BHHS has a comprehensive program of career exploration for its entire 9th-12th grade student body, each component of which is geared to nurture responsible, skilled, and inspired students who will pursue areas of passion in the future:</p> <p>1) Career Day: 110 speakers across over 50 professions, with 100 individual sessions. Students 9-12 sign up for 3 sessions and hear from panels about the speakers' individual career pathway.</p> <p>2) Career Day Exploration Experience: New this 2017-2018 year, students who attended Career Day had the opportunity to apply for</p>	<ul style="list-style-type: none"> • Naviance • College Career Center/internships/job applications • CTE classes • Theater tech (stage, set, sound, costume design) • Special Education transition program • Teacher Assistant

<p>a mini-immersion experience in various local businesses. (LA Galaxy for Sports Careers, Beverly Wilshire Hotel /Waldorf Astoria for Hospitality Careers) and others will be in April/May 2018 (Hilton & Hyland (Real Estate), <i>LA Magazine</i> (Media), Spain Embassy (Foreign Affairs) and more). A group of four students is having a 4 week internship at the City of Beverly Hills with the Assistant City Manager to learn about city government and management, attending city planning commission meetings, meeting with departments about priority projects, etc.</p> <p>3) Our College Counselor does personality and college/major, career explorations with our 9-10th grade classes, holding individual class sessions for every student.</p> <p>4) Career Creators – we have formed a partnership of city, school, businesses that is a dynamic group of local professionals who provide great opportunities (jobs, internships) for our students: Hilton Hotel, Paramount, with Physicians, Pacific Pier</p> <p>5) CTE Department - our strong career education dept utilizes nearly every school event for our Media/Culinary/Marketing students to gain real-world experiences running events.</p> <p>6) Our CTE students attend SkillsUSA, DECA, and Robotics competitions which prepare them for college/career in terms of being responsible, organized, professional, and skilled young adults.</p> <p>7) Middle School Programs - our CTE courses offer after-school programs for our BHUSD middle school students in Culinary Arts, Media, and Robotics.</p> <p>8) Industry Certifications: Our CTE courses are integrating industry certifications into their curriculum. Culinary students take a Food Handling test, and some progress to the Serv Safe management program which is extremely advanced. Our Business students take an entrepreneurship certificate course. Our Sports Medicine students get a Fitness Training license. Our Media students get a broadcast certificate.</p> <p>9) In Special Ed: There are 2 types of transition at BHHS:</p> <p><u>TRANSITION 1: Moderate to Severe:</u> Students aged 18-22. This program takes place in the community, the classroom and at job sites. Students receive instruction: Functional Academics, Vocation, Domestic, Community and Recreation and Leisure. Students are trained in the following areas: Public transportation, Budget earnings, Vocational skills, Behavioral training for appropriate interaction in the community, and Individual skills – all these skills lead to a sense of community and</p>	<p>program</p>
--	----------------

<p>independence.</p> <p><u>TRANSITION 2: Mild to Moderate</u></p> <p>Students in this transition complete requisite curriculum material leading to a diploma and complete the following as part of the program: Create sample college applications, Create sample job applications, Practice job interviews, Write resumes, Meet with college counselor, Complete college research, Research jobs, and Complete Interest Surveys.</p> <p>10) In Culinary Arts, students have a chance to learn skills from prep to cooking to cleaning. Once skills have been refined enough, students can take an advanced class that includes menu creation, food delivery, being a personal chef, and financial aspect of running the business. The catering class does more of the meal delivery, catering and personal chef projects.</p> <p>11) In the Teacher's Aid Program, students engage in a variety of duties including filing, organizing, and decorating. They use Microsoft Word and Google.docs to execute some of their duties. They learn interview skills and how to build a resume in the College Career Center.</p>	
---	--

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Summary (including comments about the preliminary identified critical learner needs)

The BHHS staff works diligently to provide access to the curriculum to all students regardless of the students' strengths or areas of growth. (Critical Learner Need #1) Students have access to a variety of course offerings and within many courses, teachers utilize common assessments to maintain alignment. Teachers utilize a variety of instructional techniques to support the students as they access the curriculum. Additionally, students have access to a variety of extracurricular opportunities both on campus and in the Beverly Hills community to augment their learning within the classroom. The school community continues to move towards greater integration of technology directly into the curriculum and instruction techniques. With this continued transition the school community hopes to integrate additional higher level thinking assessments/projects into courses and to provide more variation within the class for students who need additional supports. (Critical Learning Need #1 and #3) Struggling students (especially those in subgroups) would benefit from additional academic and social support.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- The school offers a variety of course offerings
- Teachers are provided with bi-monthly collaboration opportunities
- Students engage in a variety of higher level thinking skills strategies
- Various departments offer a variety of common assessments in courses to maintain alignment
- Students have access to a variety of extra-curricular opportunities and numerous programs involving the community
- Teachers work towards consistent marketing and publishing of course expectations
- Instructors integrate differentiation for all levels of learners
- The District is working to improve availability and support of technology for students and staff
- All students have access to opportunities for extra educational support

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Teachers should work to communicate learning targets/objectives more clearly to students
- Staff continues moving towards 1:1 devices for all students. With this, comes the need for more training so that the teachers can effectively utilize the devices within the classrooms.
- Staff and administration should better communicate supplemental opportunities in the College/Career Center
- The school should provide more variation in level of course offerings for students with differentiated learning needs, more specifically for students who struggle in regular courses.
- Administration could provide more professional development for instructional technology and on Integrated ELD
- Provide teachers with opportunities for teacher directed collaboration

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

Professionally Acceptable Assessment Process

Findings	Supporting Evidence
<p>Parents, students and other stakeholders are routinely apprised of student performance through a variety of methods. From computer log-in information, we are aware that students and parents access grades and other information through Jupitergrades, sometimes on a daily basis. Printed progress reports are sent home four times throughout the year. Students, parents, counselors, and teachers frequently communicate via e-mail, JupiterGrades e-mail and phone calls to notify students and parents of upcoming tests, assignments and school wide activities.</p> <p>Test results from state testing (CAASPP) are sent home and teachers access and discuss the results of these tests during intra-discipline and/or interdepartmental collaboration.</p> <p>Our departments routinely develop formative and summative common assessments in order to ensure that our students get the core curriculum for each grade level. The results of these assessments are reviewed and analyzed as a department.</p> <p>Students in the special education department are evaluated formatively on a quarterly basis. Students are given summative evaluations before their annual IEP. Students are evaluated quarterly, to fulfill IEP and district progress report requirements and evaluate instruction.</p> <p>EL students are regularly assessed to monitor progress and to ensure proper placement.</p>	<ul style="list-style-type: none"> • CAASPP Online Reporting User Guide to gather concurrent statewide student testing data • Jupiter grades • Progress reports • Formative and Summative testing • Email and phone records • Comprehensive testing every 3 years Special Education - Battery of tests - KTEA, WISC -R, VMI, Vineland, ADHD assessments, Teacher, Parents and caregivers interviews and assessments • EL testing – STAR

Basis for Determination of Performance Levels

Findings	Supporting Evidence
<p>Students are placed appropriately in their courses based on their grades, growth and performance. Teachers use course outlines, pre- and co-requisites, and establish departmental placement guidelines to assess students. Common rubrics and common assessments are used to determine performance levels of students. Counselors adhere to department and school wide guidelines, such as those set forth in the Norman Guide when advising students regarding placement.</p> <p>Grade level common assessments are administered in ELA, World Languages, Math, History, and Science departments to ensure the alignment of like courses. In addition to bi- monthly</p>	<ul style="list-style-type: none"> • English: 9th Grade Information Literacy Project • 10H and 11 English Research Paper • Freshman Writing Proficiency Exam (FWPE) • Sophomore Writing Proficiency Exam (SWPE) • AP English Language Exam, AP English

<p>department collaboration meetings, ELA teachers collaborate by course and grade level during the summer to revise and align common assessments with Common Core standards.</p> <p>Department collaboration time is used to set up common guidelines regarding student placement according to student academic growth and discussion of relevant issues that directly affect students' learning objectives. Also, department members meet to discuss informal and formal assessment to determine student performance and alignment with pacing chart and learning objectives.</p> <p>Department members collaborate by levels to discuss and monitor student learning and progress as well as to institute content adjustment and/or pacing charts to meet student needs and learning objectives as needed. Departments also regularly review/renew formative and summative common assessments as appropriate based upon student performance.</p> <p>Departmental meeting times are used to select a more updated set of learning materials that are aligned with more current methods of language learning, such as inclusion of electronic version of textbook and other 21st century learning skills to fit students' different learning styles.</p>	<p>Literature Exam</p> <ul style="list-style-type: none"> • Honors Placement Testing • Grammar department final • Foreign language final assessments • Jupitergrades • Aeries text • District e-mail correspondence • District e-mail communication, Report cards • Departmental meetings • Staff collaboration sessions • World languages new textbook adoption
---	--

Monitoring of Student Growth

Findings	Supporting Evidence
<p>Student growth is monitored through assessments (both formative and summative), collaborations, tutorials and data analysis. One of the primary methods of school-wide assessment is common department assessments.</p> <p>The school utilizes a series of formative assessments such as multiple essay drafts, practice tests, and informal formative assessments in class. These provide teachers an opportunity to monitor growth and progress.</p> <p>Teacher and peer teaching tutoring allows students who are at-risk to receive individualized instruction and continue to grow. Student growth from tutorials is monitored by teachers and individual students. Finally, student progress is monitored using data from Jupitergrades, Google Docs, CAASPP results, SAT/ACT results, AP scores and class grades. These tools allow BHHS to maintain a clear view of student growth.</p>	<ul style="list-style-type: none"> • Common assessments • Collaboration records • Formative assessments • Tutoring records and sign in • Jupitergrades • Standardized testing data • Grade records

Assessment of Program Areas

Findings	Supporting Evidence
<p>The district office, administration, and instructional staff work together to dialogue regarding policies and requirements. This communication has been especially critical this year as the site administration team has been in place for only two years.</p> <p>In 2017 the district hired an independent curriculum auditor - Generation Ready - to review the effectiveness of our instructional strategies and student growth. Generation Ready auditors observed and interacted with staff and students at BHHS for approximately a week, and shared their findings Mr. Mead shared their report with the staff, and selected some key points to inform discussion at staff meetings. Through staff meetings and departmental collaborations, the staff makes informed decisions to instruction based on data. Findings were also shared with community stakeholders.</p> <p>SEC meetings also help to disseminate information and prompt discussions between administration and staff, and among different departments within the staff. Moreover, principals of all district schools meet regularly through the Leadership Team.</p>	<ul style="list-style-type: none"> • Teacher Evaluations • SEC Meetings • Dept. Collaboration • Interim assessment block CAASPP • SLO's • Curriculum Audit-Generation Ready • Collaboration • Leadership Team-Principals meet

Schoolwide Modifications Based on Assessment Results

Findings	Supporting Evidence
<p>The school uses assessment results to make changes to the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process. Based on earlier CAASPP scores, changes were made in terms of allocation of resources and professional development opportunities for teachers. The PTSA purchased several laptops/carts for 11th grade classrooms so students could have regular access to technology, particularly for tests. Teachers who administer the CAASPP were given opportunities to attend professional development off-campus, as well as having training sessions on-site to familiarize staff with available resources. When the switch was made from State Standards to the Common Core, teachers were offered on-site training in departments. Teachers also attended summer workshops to collaborate on aligning our assignments and assessments to the Common Core. As part of this process, teachers from the English and Social Studies departments were trained in argument writing and also in differentiating instruction for English language learners.</p>	<ul style="list-style-type: none"> • Laptop carts purchased • Smarter Balanced Digital Library • Conference Funding for CAASPP Institute Training attendance • Department minutes and attendance logs • USC Argument Writing Workshop • LACOE (County)

D1.6. Review of program areas

Findings	Supporting Evidence
<p>The BHHS staff regularly reviews each program area to ensure that we are serving the needs of our student body. The administrative team and the SEC are primarily tasked with the evaluation of programs throughout the school community. The SEC meetings are an arena for discussion regarding issues such as testing schedule and assessment practices. This team has worked to implement new policies and procedures to ensure that student needs are being met.</p> <p>For example, an open access policy has been developed and refined over the past few years to ensure proper placement in honors and AP classes; teachers and counselors work together to ensure accurate placement of students.</p> <p>Additionally, department chairs consistently bring to SEC issues raised in the various departments such as testing procedures and grading policies. The discussion of these issues focuses on re-evaluation of the process we use to meet student needs.</p> <p>Within departments, teams also meet to evaluate programs using grades, test results and student performance to track effectiveness of programs. For example, to evaluate the success and potential of students in the visual arts a portfolio review is used.</p>	<ul style="list-style-type: none"> • SEC meeting minutes • AP placement exams • Teacher Recommendations Open Access Policy • Report Cards/Progress Reports every 10 weeks • CAASPP results • Jupiter Analytics • Test results - Science and Math; Juno • Collaboration meetings every other week

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Appropriate Assessment Strategies

Findings	Supporting Evidence
<p>Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, quizzes and presentations.</p> <p>Teachers use a variety of assessment strategies, as they differentiate instruction and accommodate for students' specific learning needs through individual interviews, class interaction, projects, oral communication, student study teams and analysis of student work.</p> <p>Both formative and summative assessments are used throughout the school community. Formative assessments can be seen in examples such as the grammar practice final and in informal situations as teachers check for understanding throughout the school day. Teachers use the results gathered from these assessments to differentiate the instruction and sometimes to revise given assessments.</p> <p>Examples of Common Assessments:</p>	<ul style="list-style-type: none"> • Assignment schedules on Jupiter grades • Teacher syllabi • Common Assessments both formative and summative <ul style="list-style-type: none"> ○ FWPE ○ SWPE ○ DBQ ○ Research paper assignment ○ Library project ○ Common math finals ○ Biology writing assignment ○ Math exams ○ Science exams ○ Foreign Language exams ○ Grammar exam • School Calendar

<ul style="list-style-type: none"> • In English, for example, teachers create common final exams, research paper prompts and common rubrics. All common assessments in the English department are standards based. These common assessments in English include the Freshmen Writing Proficiency Exam (new in 2016), the Sophomore Writing Proficiency Exam (revised in 2016 to be aligned with the new SAT essay), the research paper assignment in the Junior year, the Freshmen Library Project and the grammar finals at all levels. • Math teachers give common finals and many teachers coordinate tests within their respective disciplines. Other common assessments are created collaboratively, including rubrics and grading standards to further demonstrate appropriate assessment strategies. • Science teachers also collaborate on assessments and give common final exams. Additionally, the Science department is in process of revising a common writing assessment to be given in all Biology classes and to be scored collectively by all department members. • The Social Studies department has recently implemented a common writing assessment using a DBQ writing assignment for all 11th graders. This assessment was collaboratively scored by all department members. <p>There is a concern on the part of BHHS parents and students regarding the frequency of multiple assessments on one given day. The Academic leadership team (SEC) has attempted to address this concern with limited levels of success.</p> <p>In 2018, the Academic leadership team (SEC) also attempted to create an “assessment free week” in the week before final exams. This attempt met with varying levels of success, but the SEC remains dedicated to helping students balance the scheduling of assessments.</p>	
---	--

Demonstration of Student Achievement

Findings	Supporting Evidence
<p>The professional staff at BHHS effectively uses both formative and summative assessment practices to monitor student growth and to plan instruction as appropriate for the student and class.</p>	<ul style="list-style-type: none"> • Twice-monthly Department Collaboration Sign-In Sheets

<p>All departments meet and collaborate twice every month. During these meetings, each department separates into course-alike groups to review and update common assessments such as final exams in order to eliminate/change/update existing questions. Student performance on these exams guides assessment review as teams work to determine which questions should be modified or eliminated while guiding each team in the overall process of deciding if the students are learning what we as teachers are expecting them to learn.</p> <p>In addition, department course-alike groups meet to create new common assessments, work together to analyze results of assessments to determine if students are reaching benchmarks.</p> <p>Common Summative assessments are also part of most departments. For example, the English Department has given a Sophomore Writing Proficiency Exam in which students write an SAT-style essay in a timed, controlled test environment. Department members then convene for a day of scoring the essays with a common rubric. The essays are then collaboratively scored by all department members after a calibration session to ensure like standards. Similarly in the Social Studies Department, all US History Classes wrote a common DBQ essay which was then collaboratively scored.</p> <p>In the special education department, tests and testing conditions are modified to accommodate IEP students.</p> <p>In preparation for these common summative assessments, formative assessments are often used to inform instruction.</p> <p>Departments use student performance levels on common summative assessments to monitor student growth and to evaluate placement.</p>	<ul style="list-style-type: none"> • Jupitergrades Analytics • SWPE Essays, Rubrics, Analytics, and multiple revisions over the years • DBQ sample essays • Formative assessment samples • IEP records • AP/Honors placement process records
---	--

Teacher and Student Feedback

Findings	Supporting Evidence
<p>The following information is the result of a survey given to the student body in the Fall of 2018:</p> <ul style="list-style-type: none"> • Approximately 96% of the students surveyed (over half of the school population) believe that they have understood the expected level of performance in their classes. • Approximately, 80% believe that their courses have 	<ul style="list-style-type: none"> • Survey results

<p>helped to prepare them for college/career choices.</p> <ul style="list-style-type: none"> • Approximately, 86% believe that their interactions with their teachers have helped the students to succeed in their courses. • Approximately, 82% believe that their teachers have given them useful feedback on a regular basis. • Approximately, 75% believe that their academic progress has been monitored effectively during their time at BHHS. <p>Additionally, each classroom is expected to display the daily learning objective. Many classrooms display the state standards, and most classrooms display the school wide student learning outcomes. Every teacher is required to share a syllabus with clear expectations and grading policies at the beginning of the school year, and this syllabus is expected to be posted online for parents and students to access at any time. Many teachers hold regular office hours during which the students can access additional support and feedback as needed.</p> <p><u>College Center</u></p> <p>A dedicated College counselor holds meetings for parents and students. Students are invited to various workshops for completing college applications and resumes. College counselor visits special classes such as MSA to discuss specialized colleges such as medical schools.</p> <p><u>Counseling:</u></p> <p>Each year every student meets with their counselor to plan for the following year's courses and check on progress towards graduation. Students complete activities involved in making their 4-year plan.</p>	<ul style="list-style-type: none"> • Classroom State Standards Display, Learning Outcomes Display-Classroom Display Boards • Jupiter Grades documents • Coffee with Counselors • Evening College application and financial aid workshops • College Monday Workshops at Lunch in the college center. • Course planning request forms done yearly • 4-year plan requirements
--	---

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Summary (including comments about the preliminary identified critical learner needs)

Many departments effectively utilize common assessments (both formative and summative) as a means to align curriculum and to ensure that all students are assessed in a like fashion (Critical Learner Need #1). Additionally, staff members are working to implement more online assessments into the curriculum as we move to 1:1. Special Education finals are clearly and securely organized (Critical Learner Need #1). The CAASPP interim assessments allow teachers to easily integrate additional higher level thinking skills into Math and English classes. (Critical Learner Need #3) BHHS does struggle with issues of test security and cheating. Students also express challenges with multiple assessments on the same day.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Many departments utilize common assessments/benchmarks to regularly assess student progress. Additionally, we use the results from common formative and summative assessments and benchmarks to inform future instruction
- Staff use of Jupiter Grades regularly informs parents and students of progress.
- Math and English teachers utilize some of the CAASPP interim assessments (IABs) as formative assessment tools designed to guide instruction.
- The BHHS community has implemented fairly comprehensive new-to-district placement procedures.
- The Special Education department clearly and efficiently organizes finals exams for students with IEPs.
- More and more teachers are using online testing on laptops as more laptops are now available. As the district moves to 1:1 device rollout, we hope to increase the use of technology for assessments.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- We struggle with the issues of test security and cheating which seem to be fairly prevalent throughout the school community.
- Students who need to test in an alternative setting need a more secure and supervised setting.
- Staff desires additional teacher planning time for the development and refinement of common assessments.
- Students would benefit from additional use of the IABs (CAASPP testing prep) as a means for teachers to integrate higher level thinking skills directly into assessments.
- Students struggle with the pressure of multiple assessments on the same day. The leadership team and the teachers have tried various approaches to address this issue, but we have yet to reach a positive resolution.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

Regular Parent Involvement

Findings	Supporting Evidence
<p>The various groups of BHHS stakeholders are continually encouraged to participate actively in the learning/teaching process. This regular involvement is critical in the community here.</p> <p>Parents are encouraged to monitor grades and assignments which are updated multiple times throughout the week. Parents are able to communicate directly with teachers and school guidance and college counselors. In the Special Ed department parents meet with case carriers at annual and parent-requested IEP meetings. Translators are available to attend IEPs to assist non-English speaking parents.</p> <p>Additionally, parents and community members are informed about educational and involvement opportunities. All parents are invited to attend college counselor meetings. Translators are available at these meetings to assist non-English speaking parents. All parents are invited to both Back to School Night in September and to Open House in the spring.</p> <p>Each Monday all students and parents have access to the Norman Update, a student produced news show highlighting the activities and opportunities for involvement on campus. Parents, students and staff also all receive an emailed version of the Daily bulletin again highlighting important events on campus. The school and district websites provide important information for all stakeholders regarding both academics and community events. Parents, students and staff are informed regarding all NormanAid events including events designed to support the mental and social health of our student body. Parents are invited to all PTSA meetings and events (such as the PTSA book club.) Parents are invited to sit on the school's Site Council to help make recommendations regarding school policy/procedures.</p> <p>Administration communicates regularly with parents via PACE calls to keep the community informed as to events and or concerns on campus.</p>	<ul style="list-style-type: none"> • Jupiter Grades • Records of counselor communication with parents • IEP records • Coffee with the counselors • College Nights • Back to School Night schedule • Open House schedule • Norman Update • Daily Bulletin • NormanAid event records • PTSA/BHEF • Site Council minutes • PACE calls • AERIES Messages • Orientation session records • Transitional meetings records • WASC attendance records • BHUSD Board minutes • YouTube channel https://youtu.be/VGUeIKzz0xM • Community Partnerships including: <ul style="list-style-type: none"> ○ Fundraising ○ Speaker Presentation ○ MSA ○ Networking with BH Chamber of Commerce ○ College Scholarships • ELAC and DELAC committee minutes

<p>The parents of incoming students are invited to the Freshmen and New to District orientation sessions. Counselors also reach out to incoming students and parents at the spring transitional meetings at the K8s in the district.</p> <p>Parents are included and involved in WASC accreditation meetings to ensure that the community perspective was represented.</p> <p>All BHUSD Board meetings are broadcasted for the community on KBEV (the school's television station) and on KBEV YouTube channel. Parents are also welcome at all public Board meetings.</p> <p>Community business members are invited to campus to participate in the annual Career exploration day. Alumni are also invited to participate in presentations to students and determining some awards for scholarships. The DECA program works closely with community members in the areas of career training and internships. The Rotary club is also a means for the community members to become involved in the education of the student body.</p> <p>The parents of our EL students are invited twice a year to attend both the ELAC Advisory Committee and the DELAC (District EL Advisory committee). Translators are provided as needed.</p>	
---	--

Use of Community Resources

Findings	Supporting Evidence
<p>The school community solicits and employs business and community resources to support and extend learning. As a relatively small community, Beverly Hills affords many opportunities for students to interact with the greater community in a positive way.</p> <p>This partnership is seen in the very successful Career Center and our CTE program. The Career Education Department hosts a Career Day, a Career Exploration Day and a Networking Event, all geared towards exposing the students to a wide range of career pathways and opportunities as well as to provide them with opportunities to network with professionals regarding internships and jobs related to hotels and restaurants in the Hospitality industry sector. The Career Education department hosts an annual Career Fair which is a conference style day for 9-12 graders, featuring 125 speakers across over 50 different professions.</p> <p>Also, Career Creators is a dynamic school/city/business partnership supporting our career education programs through donations and real world experience opportunities for our</p>	<ul style="list-style-type: none"> • College and Career Center - Career Technology Education (CTE) • ASB event records • Request for Approval of Outside Speaker/Classroom Observer Form • Assistant Principal - House B and Principal's Office • Field/Study Trip & Bus Request Form - Principal's Office and Asst. Supt. Ed. Svcs • Focus Group meeting records • PTSA reflection contest

<p>students. Some career education students are placed in summer internships in areas such as (i) local entertainment studios to apply the skills they have learned in our broadcast and video production classes; (ii) local hotels to apply the skills they have learned in their culinary classes.</p> <p>Through the ASB program students reach out to local businesses and companies to solicit donations.</p> <p>Many guest speakers are invited to campus to speak directly to students within their classes. Examples of these speakers include, but are not limited to: Actors (KBEV, Theatre Arts and English classes), addiction experts/ speakers (AP Psychology, Health), Teen Line (Health), Aerospace Engineer (Robotics), Bruins Walk (MSA), Guest choreographers (Dance).</p> <p>Many students participate in field trips to local employers or to national events highlighting careers. Examples of this include, but are not limited to: National High School Journalism Convention, TUPE Youth Advocacy Leadership Conference, Model UN, DECA Anaheim State Career Development Conference, KBEV and Culinary Arts: Skills USA, DTASC Fall Festival Competition, Band performance at the Hollywood Christmas Parade, California Thespian Festival, International Thespian Festival, Service Learning- 12th grade students bring holiday gifts to children at Albion Elementary School.</p> <p>Professional community members also help with some evaluation of student projects and classroom presentations. The National PTA Reflections Art Program increases community awareness of the importance of arts in education. All students are invited to participate in the Reflection contest and the entries are evaluated by community members. All advanced theatre students enter The Music Center's Spotlight Event which provides written evaluation from field professionals in acting. In Dance Company: Choreographers come in to improve student technique and set choreography. We are also a Wallis Partner School and students attend matinee performances and the teacher attends professional development sessions for each field trip.</p> <p>The NormanAid center has formed a partnership with the Maple Counseling Center. Maple counselors come to campus and work with students in need of emotional support.</p> <p>Theatre 40, a professional Equity Theatre, has a performance space on campus and is in partnership with the BHHS Theatre program, sharing resources as well as attending one another's performances.</p>	<ul style="list-style-type: none"> • Career Creators • Dance company • VPA programs • NormanAid center • Theatre 40 • Medical Science Academy records
---	---

<p>The MSA (Medical Science Academy) works closely with Cedars Sinai in the creation of internships for students interested in working in the medical field.</p>	
--	--

E2. School Environment Criterion - Safe, Clean, and Orderly Environment

Findings	Supporting Evidence
<p>BHHS supports and implements a comprehensive program designed to ensure a safe, clean, and orderly environment that nurtures learning. For the most part, our school operates in an orderly fashion and the school population moves through the day smoothly. This order allows students to focus on their academic and personal growth. The guidelines of our Attendance Policy helps motivate all students to attend class on a regular basis and to avoid being late to class.</p> <p>In response to considerable community concern expressed last March and April, BHHS has made considerable security improvements since the 2017-18 school year. As Beverly Hills is considered a high risk security target in the Los Angeles area, great care has been taken to develop and implement a comprehensive safety plan. This safety plan is design by the administrative team with input from District Office personnel, parents, staff and students. The safety plan must also be approved by the School Site Council, a group comprised of parents, teachers, students and administrators. The most obvious recent addition to the school safety plan is the perimeter fence which was installed in the spring of 2018. This fence allows the BHHS security staff to better monitor ingress and egress of individuals (students, staff, parents, guests) on to campus. Additionally, BHUSD has funded the addition of armed security personnel each school day.</p> <p>The school community also regularly participates in lockdown and evacuation drills. The first lockdown drill of the school year was held on August 30th and the first evacuation drill was held on September 6th. In the spring of 2018, the administrative team redesigned the school's evacuation plan to accommodate for the potential danger from the oil well on campus which was recently capped. The entire school community participated in the Great Shakeout on Oct 18, 2018. In past years there were issues with bells not working at times and PA systems not working but these issues were improved with work during the summer of 2018 and are being addressed on an ongoing basis. The school has also begun using Share911 in the 2018-19 school year for improved emergency communication.</p>	<ul style="list-style-type: none"> • Attendance policy • School Safety Plan • California Education Code, Staff Manual • Site Council minutes • School calendar • Safety/Evacuation procedures • Share911 • Acknowledgement and Consent form • Senior Contract • Every 15 Minutes Program records • Choices Program records

<p>At the beginning of each year, all students review and sign the Acknowledgement and Consent form. This document verifies that the students have read all school policies, standards and expectations. The Senior Class also meets in a separate assembly with the administration and counselors to review a Senior Contract. The Senior Contract provides all guidelines to establish graduation eligibility and participation in Senior activities. The rules are clear and for the most part, students are respectful and follow the guidelines.</p> <p>BHPD is an important resource that BHHS uses, when needed. The response time to our campus is usually within 2-3 minutes. We maintain a direct connection with BHPD who also runs all Lockdown Drills.</p> <p>Every other year, the school community participates in the Every 15 Minutes Program funded by members of the Beverly Hills community. This multi-day program is designed to encourage students to make informed choices regarding substance abuse and driving.</p> <p>If any students are caught with illegal substances, and it is a first time offense, they may be considered for enrollment in our Choices Program. This is a drug rehabilitation program where students sign a contract agreeing to be randomly drug tested over the remainder of their years at BHHS. The program provides education, support and yet provides strict guidelines for the student to maintain.</p> <p>Our school is staffed by a Health Aide who arrives on campus each day by 7:30a.m. Our school Nurse is shared with our four local K-8 schools, but does assist at BHHS. Our Health Office works closely with the Attendance Office, Security, Administration and parents.</p> <p>Additionally, all staff members are trained in safety procedures (CPR, first aid) and are mandated reporters and are required to report to DCFS and/or the BHPD when any type of abuse is observed. All classrooms post sexual harassment/Title IX notices. Our principal and other administrators are given training concerning bullying, harassment, abuse and suicide prevention. Each year, BHHS staff implements the CA Healthy Kids Survey to 9th and 11th grade students and the CA Student Tobacco Survey to 10th and 12th grade students. The results of these surveys are studied by the BHHS staff and have led to increase in</p>	<ul style="list-style-type: none"> • Health office records • California Education Code, Staff Manual • Safety training records • Healthy Kids Survey • Tobacco Use Survey • NormanAid Monthly Aid Programs • Maple Counseling Center
---	---

<p>tobacco use prevention education.</p> <p>BHHS staff, parents and students also work diligently to support the emotional and social health of the student body. NormanAid provides pamphlets and counseling to support students struggling with bullying, alcohol abuse, drug addiction, marijuana, conflict intervention, and a wide range of counseling for issues that affected students. The NormanAid Center programs have been very influential in supporting a healthy environment on campus.</p> <p>Every student is assigned to a specific counselor for academic and scheduling issues and for personal advice. Student support teams meet once a month to assess student needs as reported by teachers, counselors or parents. These teams meet to assess student needs both academically and socially and to design support systems to help the student succeed and feel safe.</p> <p>The emotional well-being of the incoming freshmen is of particular concern to the BHHS community. Therefore, every year the incoming 9th graders are welcomed to the community before the start of the school year with the Link Crew program designed to support the transition to high school. In fall of 2018, the BHHS counseling department executed a suicide screening and prevention program (SOS) for all freshmen.</p> <p>The Special Education Department supports students with mild to moderate emotional issues in an alternate classroom environment. Students who struggle with traditional educational environments can find support and success in these smaller class settings.</p> <p>BHHS utilizes an internet filter that prevents students from accessing inappropriate content and social media. This filter works fairly well, except it tends to filter appropriate sites at times that would be useful. As the school community moves to a 1 to 1 device implementation program (starting in Jan 2019) additional “safe use” training will be provided for both students and parents.</p>	<ul style="list-style-type: none"> • Counseling department records • SST meetings • Freshman Orientation, Student Handbook • Link Crew program records • SOS Program • Master Schedule • Lightspeed Internet filter • Safe Use Training records
--	---

High Expectations/Concern for Students

Findings	Supporting Evidence
<p>The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. The staff has clear expectations for Beverly Hills High School students. There is a pervasive atmosphere of care and concern as evidenced by the support programs in place on our campus.</p> <p>Each student has a counselor for their 4 year high school career. In addition, school psychologists, a full time college counselor, and an intervention counselor provide direct support to students. Counselor meetings clarify academic information to help students successfully complete their classes here at BHHS. The Norman-Aid Center provides support for students who may be experiencing emotional issues. The College Counselor provides a comprehensive program designed to help students select and apply to colleges appropriate to their interests and achievements. Additionally, peer/teacher tutoring and peer counseling have been an integral part of the students' academic and social success.</p> <p>The staff promotes a responsible and caring environment for students by providing them opportunities to demonstrate leadership and school spirit. Student run activities emphasize school spirit, academic improvement, and student talent. Students may develop their own clubs, which fosters student involvement on campus. It is typical to have between 50 and 75 student-driven clubs during a school year.</p> <p>The BHHS community also fosters inclusion throughout the school with programs such as Beverly Awareness Assembly, social awareness drama performances (anti-bullying, school shootings), the By Your Side club (partnering regular ed students with special ed students during lunch), Service Learning weekly visits and activities with Life Skills students.</p> <p>BHHS courses focus on high expectations for all students. The school also encourages students to reach for challenges. For example, the modified Open Access Policy allows opportunities for students to be involved in a rigorous academic program.</p> <p>EL classes prepare students for inclusion into general education classrooms. Additionally, Special Education classes provide aid and support for students while these students transition into the general education classroom. Co-taught classes exemplify the support provided to our special education students in order to meet high expectations.</p> <p>JupiterGrades offers students updated calendars, files, and grades</p>	<ul style="list-style-type: none"> • Club lists • Club day records • Counselor records • Intervention Counselor • College Center programs • NormanAid Center programs • Peer and teacher tutoring schedules • Link Crew • ASB programs • Club records • Assembly records • By Your Side Club • Service Learning Schedule • Theatre Main stage productions • AP/Honors courses • Open Access policy • EL, Special Ed, and co-taught class lists • Jupiter Grades records

<p>to assist them in following their academic progress. This information is also provided to our families to link the care and communication between home and school.</p>	
---	--

Atmosphere of Trust, Respect, and Professionalism

Findings	Supporting Evidence
<p>From a staff perspective, there is a great deal of trust, respect, and professionalism at BHHS. The administration at BHHS conducts itself in a very professional manner. The professionalism of the school leadership results in a significant level of trust and respect from the staff and stakeholders. Monthly staff collaborations with the Principal and administration enhance our ability to work together as a staff.</p> <p>The staff regularly displays high quality and consistency in terms of communication and collaboration. Regular department meetings provide an opportunity for teachers of the same subject matter to exchange ideas with other teachers, share materials, and increase the continuity between instructors. Additional meetings between teachers of the same subject further increases continuity and the overall quality of the instruction. Parents make note of a highly respectful and professional atmosphere at Beverly. The teachers and staff are receptive to parent input and needs. The sense of mutual respect is felt at PTSA meetings between admin/staff and parents.</p> <p>BHHS School Site Council Meetings are open to all stakeholders. Through this Council, all stakeholders have the opportunity to review and approve the School Site Plan and the Emergency Plan.</p> <p>Additionally, members of the BHHS staff have been included in the district wide Professional Development Committee which helps to design and implement district wide professional development.</p>	<ul style="list-style-type: none"> • Staff meetings • Department Meetings • PTSA Meetings • Site Council Minutes • Professional Development Committee minutes

E3. Personal and Academic Student Support Criterion

Adequate Personalized Support

Findings	Supporting Evidence
<p>BHHS has programs in place to provide students with the necessary academic and personal support services to help students maintain physical and mental health. These programs include career,</p>	<ul style="list-style-type: none"> • Library tutoring schedule: https://www.bhhslibrary.com/tutoring

<p>academic and personal counseling. If a student is experiencing difficulty with any academic class, they can drop in for tutoring daily in the library to meet with BHHS teachers for help with curriculum. Students can also drop in for peer tutoring Tuesdays at lunch in the college center. These services are available to students via self-referral.</p> <p>If the academic or personal struggles grow in severity, students may be referred to SST which meets every other Wednesday afternoon; the student, the family, the counselor, the teachers/school psychologist, program specialist and an administrator are included in these meetings. Through this process students may be referred for 504 accommodation plan or IEP evaluation if appropriate. Students with 504 plans receive quarterly progress reports. Students with IEP plans have a Case Carrier assigned to them and meet daily in general studies class to monitor the implementations and student progress.</p> <p>Students are assigned a guidance counselor and remain with this counselor for the four years they attend high school. Students may drop in or make appointments to see their counselors. Students may also email their counselors with questions. Students complete a four year plan on Naviance and meet individually with their counselors to monitor their progress and plan their courses. Counselors coordinate SST meetings as needed, attend IEP meetings, and communicate with teachers and parents/guardians.</p> <p>The college counselor coordinates a robust curriculum that aligns students with colleges and other post high school options. Students have resources available to them through the website, classroom presentations and individual meetings. Parents and students have access to weekend workshops, evening programs (College Fair) and monthly coffee with the counselors.</p> <p>The NormanAid Center provides ongoing weekly short term and drop-in personal counseling for students along with crisis intervention and conflict mediation. The Normal Aid program also includes parent nights, student nights, counseling groups,</p>	<ul style="list-style-type: none"> • Peer tutoring schedule • SST records • IEP and 504 records • Guidance Counselors • Naviance • College and Career Center records <p>http://bit.ly/2EMSQbP</p> <ul style="list-style-type: none"> • NormanAid Intervention Center • Maple Center • Health class curriculum • PE class syllabi • Sports program rosters • Nurse's office records • Records of informational lunch meetings • School calendars
--	---

<p>lunchtime activities, assemblies, resource tables, and staff training to support the mental health and well-being of students. Students may refer themselves to NormanAid for support or they may be referred to NormanAid by concerned peers or adults.</p> <p>As part of the graduation requirements, BHHS students must successfully complete a Health class to learn the importance of their physical and mental health. Physical health is also promoted through the PE program and the sports programs. The school also has a health office to help promote student physical health.</p> <p>As needed, the school community organizes informational lunch meetings focusing on topics of concern to the student body/staff. Topics in recent years have included: Measure BH, School Safety, District reconfiguration. Administration attempts to respond to students' safety concerns as seen through administrative support of the student walkout in protest of school violence and the installation of the perimeter fence in 2018.</p>	
--	--

Support and Intervention Strategies Used for Student Growth/Development

Findings	Supporting Evidence
<p>Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.</p> <p>Teachers are involved in supporting students academically often at lunch, before/after school and on the weekends. Teachers often hold office hours to support students outside of class time. Additionally, review sessions are sometimes held on the weekend by many of our AP teachers in preparation for AP exams. Students who participate in Robotics, Academic Decathlon, and Performing Arts often work at school on the weekends with their teachers in preparation for competitions or programs.</p> <p>Within the classroom, teachers attempt to differentiate instruction and assignments to best meet the needs of the student population. Intervention strategies are also implemented within the classroom as needed; these include alternative instruction, checking for understanding, movement of seating assignments and communication with families. Our counseling staff also</p>	<ul style="list-style-type: none"> • Teacher syllabi • AP Review session records • After school and weekend meeting records • Intervention records • SST records • Library hour records • Co-taught math classes • Modified Spanish • Alg A and B • 504 records • Ind Study records • MorenoHigh School • ASB/club records

<p>meets with families to review academic concerns, and, when needed, bring students to our Student Study Team for discussion, review and possible evaluation to see if they qualify for academic support services.</p> <p>The Library provides equal access to all students, and is staffed with a full-time, credentialed teacher librarian and library technician. All students are welcome to use the library for research and studying. Specific school populations, such as EL, Special Education, and Honors classes, use the library on a regular basis for instruction and research.</p> <p>Co-teaching with collaboration between a SPED teacher and a core subject teacher allows access to and progress in the rigorous standards-based math curriculum. BHHS also offers courses in Spanish and math to directly address student's academic needs (modified Spanish and Alg A and B).</p> <p>Students experiencing challenges with the traditional curriculum can be supported via the 504 accommodation program or the Special Education program.</p> <p>When students feel that an alternative pathway is needed for them to access the curriculum and are interested in Independent Studies, the Student Study Team determines if this alternative educational program is a match in supporting their academic needs. Also, if a student feels that our alternative high school, Moreno High School staff, provides a pathway for them to better approach earning credits to graduate on time, our Student Study Team meets with the family, student, counselor and Moreno High School to determine if this placement will support student learning and goals.</p>	
--	--

Support Services – Multi-Tiered Interventions and Student Learning

Findings	Supporting Evidence
<p>The school works to accurately identify student learning needs in a timely manner and to provide the appropriate support and intervention services. The school attempts to monitor the effectiveness and appropriateness of intervention for each student within and outside the classroom in the following ways:</p> <p>I. Support of the General Student Population</p> <p>Within each classroom, teachers monitor student progress via regular assessments and checks for understanding. Student performance results are posted to Jupiter Grades so that the teacher, the student, the parent and the counselor can notice any developing academic needs. If a teacher identifies a specific student learning</p>	<ul style="list-style-type: none"> • Jupiter Grades • Tutoring Schedule • Student CELDT (through 2017-2018 school year); ELPAC (beginning 2018-2019 school year) scores on file with ELC • Master schedule • Exit test results and redesignation data filed by ELC • STAR and exit exam

need in his/her own classroom, that teacher may directly support the student in need with extra help or alternative assignments. Additionally, teachers may alter assignments or the timing of assessments based upon identified student needs. All students also have access to extra tutoring (teacher or peer) after school to support learning. The Counselors also work directly with students who are struggling either academically or personally.

II. Support and Intervention for English Language Learners (ELLs)

State-mandated English proficiency tests (CELDT transitioned to ELPAC in 2018) are administered to each international student upon his/her enrollment in the district (to determine language proficiency level and initial course placement) and once again on an annual basis to monitor progress and movement from one level of proficiency to the next. We offer three levels of English Learner (EL) courses: EL 2 (for beginning/early intermediate or “emerging” language learners, EL 3 (for intermediate or “expanding” language learners), and Reading and Writing American English/RWAE (a.k.a. EL 4 for advanced or “bridging” language learners. ELC and EL specialist use additional assessment tools such as the STAR reading test and course exit exams, a series of tests on reading comprehension, vocabulary, grammar, and writing skills administered at the end of each semester. EL Coordinator (ELC) and EL specialist/teacher collaborate regularly (on a daily or weekly basis) via e-mail, meetings, telephone conversations regarding individual student progress. Both ELC and EL specialist/teacher communicate weekly with counseling staff, administrators, NormanAid, school psychologists, and other support staff regarding individual student needs.

Counselors spend additional hours addressing the specific emotional, cultural, and academic needs of ELLs, conducting individual meetings with each student and his/her parent or guardian. Translation services are provided either through school staff or district resources.

Parents of ELLs are invited and encouraged to join two advisory committees, the English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC) both of which hold meetings multiple times per school year. EL advisory committee members along with all parents of ELLs are asked to complete a “Needs Survey” annually. Results of the survey are used to evaluate options for the allocation of Title III funding. ELLs are provided special course options (EL

results on file with ELC

- Collaboration notes
- Records of correspondence on file
 - Counselor meeting records
- ELAC and DELAC meeting notes/minutes on file with ELC
- Annual needs survey results on file with ELC
- Master calendar and graduation data on EL students
- Resources are available in the classrooms
- Personnel office
- Records on file with individual counselors and psychology staff
- Special Education Chair, Case carrier, and special education teachers can provide copies of student IEPs
- College and Career Center
- AP enrollment data and annual AP exam results
- CTE enrollments records

World History, EL US History, and EL Social Studies) in order to meet graduation requirements. In these and other EL courses, core curriculum is taught within smaller classroom settings with a focus on scaffolded instruction and vocabulary development.

ELLs are provided additional learning tools such as bilingual glossaries for different subject areas, word-to-word bilingual dictionaries, and high-interest non-fiction readers specific to each student's grade level in reading.

EL Coordinator (ELC) is given a release period and release days throughout the year to address these various needs of ELLs

II. Support/Intervention for Students with Special Needs/Special Ed.

Testing for special needs is conducted at the behest of teachers, counselors, and/or parents through a process of documentation brought to the Student Study Team (SST), a group consisting of the school psychologist, assistant principal, and other educational professionals who review the documentation to determine qualification for testing. If testing is deemed necessary, it is completed within a reasonable and legally compliant timeframe. Once a student qualifies, IEP goals are established and a meeting is held.

Each student with special needs has his/her own dedicated case carrier who, along with counseling staff and special education aids ensure proper course placement, daily monitoring, testing procedures, and implementation of IEP goals. IEP meetings are held (and IEP goals are re-examined) annually for each student. Additional meetings with counseling staff, crisis counseling staff, regular education teachers and/or parents are held as needed.

III. Support for GATE

We do not have a GATE program per se, but we offer an array of honors and AP classes with various opportunities for qualification for honors/AP placement (teacher evaluation, honors/AP testing, overrides). Programs such as robotics and ACA DECA offer extracurricular activities for a variety of students, including gifted. We also offer services to high achievers through the counseling office and a dedicated college counselor who, through the college center and various events throughout the year, offer resources for scholarships (NMS), accelerated programs, summer programs, and other scholarship opportunities.

Equitable Support to Enable All Students Access to a Rigorous Curriculum

Findings	Supporting Evidence
<p>Current Enrollment (as of Sept 14, 2018) at BHHS based upon ethnicity is:</p> <ul style="list-style-type: none"> • American Indian/Alaskan Native: .63% • White (Not Hispanic): 68% • Asian: 13.5% • Black/African American: 4% • Hispanic/Latino: 10.7% • Pacific Islander: .63% • Filipino: 1.42% <p>Currently the enrollment in Honors/AP classes based on ethnicity is:</p> <ul style="list-style-type: none"> • American Indian/Alaskan Native: 0% • White (Not Hispanic): 70% • Asian: 15.7% • Black/African American: 1.8% • Hispanic/Latino: 9.3% • Pacific Islander: .26% • Filipino: 1.3% <p>The data here from Sept 2018 demonstrates that the demographic distribution in Honors/AP classes is fairly proportionate when compared to the overall student population. While this information has been evaluated here, it is not studied regularly.</p>	<ul style="list-style-type: none"> • Aeries enrollment data

Co-Curricular Activities

Findings	Supporting Evidence
<p>BHHS students have extensive availability to become involved in curricular and co-curricular activities according to their individual interest levels. Based on a survey given in Fall 2018, 77.1% of the student body is involved in co-curricular activities here on campus.</p> <p>We have a comprehensive offering of clubs as posted on our website. In an effort to ensure that students and parents have access to club information beyond Club Day in case a student decides during the year that he/she would like to join, BHHS ASB posts a comprehensive list of Clubs and Staff sponsors which provides ongoing information to more students.</p> <p>Additionally, We have a dynamic Club Day every fall where students can spend time learning about the clubs from current members and sign up to join. Our College Counselor also encourages students to join clubs in the 9th and 10th grade presentations she makes each year. All students are encouraged to participate in clubs of interest to him/her. If BHHS does not have a club focusing on the particular interest</p>	<ul style="list-style-type: none"> • Survey Results • Club list: http://bhhs.bhusd.org/apps/pages/index.jsp?uREC_ID=36070&type=d&pREC_ID=1066913. • Club day sign ups • Club development process • ACADEC class • Art department class schedule • Journalism classes • Performing Arts class schedule • Sports rosters • ASB class records • Service Learning curriculum • College/Career center records • CTE records • Records of Culinary Arts food delivery

of a student, she is encouraged to start her own club.

Critical Thinkers (SLO #1)

ACADEMIC DECATHLON: Our school has a wonderful tradition of competing in this national program focused on academic achievement.

ARTS: Our comprehensive Arts Department (Fine Arts, Technical Arts) includes various opportunities for students to engage in related school activities (e.g., annual Art Show and Awards, annual Art Festival where students can sell their work), as well as to compete in regional/national competitions (e.g., PTA Reflections, Congressional Art Competition, Scholastic Art and Writing).

JOURNALISM: BHHS has an award-winning *Highlights* journalism program, which provides students with the opportunity to compete in competitions on a state/national level through the Journalism Education Association.

PERFORMING ARTS: Our Performing Arts offerings provide dynamic co-curricular opportunities for our students to perform in acting, instrumental, vocal and dance groups.

ATHLETICS: Our school offers 9-12 graders a wide range of sports teams with multiple teams within each sport. In 2017 – 2018 50% of the student body participated in BHHS sports.

Compassionate Citizens (SLO #2)

ASB and SERVICE LEARNING: Our student government and service learning courses provide yearlong opportunities for outside involvement emphasizing leadership and community building and spirit (e.g., annual charity sports events, annual holiday school visit to Albion Street, annual blood drive, annual Wish Week activities and fundraiser and much more). School Community Service Albion Street Project: This year, December 2018, as we have done for the past 60 years, we brought many students and staff for an all day holiday celebration at an underprivileged sister school to bring joy and spirit to local elementary students.

Specific clubs also focus on character development including the By Your Side Club and the Good Neighbors Club

Career/College Readiness(SLO #3)

Our College/Career center is constantly connecting students to college/career related activities to pursue outside of school. We host speakers providing information on summer activities, during the year volunteer opportunities, etc. These activities include tutoring opportunities, Networking night, and internships. Our CTE activities provide ways for students to be involved events in their areas of passion. These

<p>competitions include: Skills USA, DECA, VEI, Robotics, Speech and Debate. Our Media and Culinary students are involved in the school community at BHHS and in the larger BH community as well.</p>	
---	--

ACS WASC Category E. Summary, Strengths and Growth Needs

Summary (including comments about the preliminary identified critical learner needs)

BHHS is proud of the many programs offered to support students both personally and academically. School counselors, in concert with the College/Career center staff, work to support students' academic growth and to offer all students exposure to various post-graduation options (Learner Needs #1 and #4). Our Norman Aid Center offers comprehensive emotional and social support for all students including monthly programs to address the social and emotional needs of the student. (Learner Need #2) Special Education and EL students have access to personalized supports to help them succeed. (Learner Need #1) All students are encouraged to participate in school activities; however, we recognize that not all students feel connected to the school community. This connectedness could be augmented with a more pleasant, welcoming, well-maintained and clean campus. We are hopeful that once the construction is completed, this connectedness will naturally improve. Lastly, better communication between staff and administration (both on site and district) could help improve the sense of community here at BHHS.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Our college/career center is the backbone of our success in encouraging community involvement and post-graduation success.
- The Norman Aid student support center provides extensive mental health services and counseling support.
- Our EL Program closely monitors the progress of EL students. Additionally, EL parents are supported and the district has provided funded extra support for the EL students. The Special Education Department closely monitor student progress and supports students with IEPs academically, socially and emotionally.
- School counselors monitor student academic progress and encourage personal growth by strategizing support interventions.
- All students are encouraged to participate in extra-curricular activities including clubs, fund-raisers, and community events.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- We aim for our students to engage more meaningfully in clubs and other extra-curricular activities, maintaining connections to these activities
- There is room for improvement in campus cleanliness and safety.
- There could be more pleasant, welcoming areas for students to gather.
- Improvements in overall communication between the District and the rest of the school community would mitigate possible (and often unforeseen) negative impacts. A more effective communication process would improve adjustments to unforeseen circumstances.
- Improvements in collaboration between academic departments and career education departments should be considered in regard to A-G requirements.
- The school community should reexamine policies and programs related to drug, alcohol, and substance use on campus encouraging all students to make good and healthy choices.
- BHHS should continue to provide and enhance the current monthly programming to support students' emotional and mental health.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Develop a clear vision regarding goals for collaboration time that allow for authentic, useable collaboration
- Although there seems to be a slowing of continual changes in administration, the vision and mission statements need to be more consistently shared with all stakeholders.
- There needs to be greater alignment within the same courses taught by different teachers.
- We need to integrate more critical thinking skills into curricular work.
- Teachers should work to communicate daily learning targets/objectives more clearly to students
- Staff continues moving towards 1:1 devices for all students. With this, comes the need for more training so that the teachers can effectively utilize the devices within the classrooms.
- We struggle with the issues of test security and cheating which seems to be fairly prevalent throughout the school community.
- Students would benefit from additional use of the IABs (CAASPP testing prep) as a means for teachers to integrate higher level thinking skills directly into assessments.
- Students struggle with the pressure of multiple assessments on the same day. The leadership team and the teachers have tried various approaches to address this issue, but we have yet to reach a positive resolution.
- The school community should reexamine policies and programs related to drug, alcohol, and substance use on campus encouraging all students to make good and healthy choices.
- BHHS should continue to provide and enhance the current monthly programming to support students' emotional and mental health.
- We aim for our students to engage more meaningfully in clubs and other extra-curricular activities, maintaining deeper personal connections to these activities beyond the school day. We hope to encourage social interaction based on similar interests.

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

- **Summarize the identified critical student learning needs based on profile and Focus Group findings. Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.**

Based upon the community's review of the profile data and the Focus Group findings the following have been identified as the Critical Student Learning needs here at Beverly Hills High School:

Critical Learner Needs:

1. BHHS staff needs to provide additional academic support/intervention for all students especially those in the EL and Special Education subgroups.
2. The Leadership teams needs to develop and/or implement a more formalized and age appropriate character education program with a focus on student connectedness
3. Instructors should work to integrate additional higher level thinking questions/projects into all classes.
4. All students should experience exposure to a wide variety of post-graduation options

These critical learner needs all feed directly into the SLOs and the Action Plan for Beverly Hills High School. Additionally, these learner needs align with the BHUSD LCAP.

Chapter V: Schoolwide Action Plan

School Goal #1: The school will work to support all students’ academic achievement and to encourage higher order thinking skills for all students including students in demographic sub-groups.

Academic Goals:

- 1) ELA CAASPP
 - a. All students – from 83% proficient to 86% proficient
 - b. SWD: - from 44% proficient to 49% proficient
- 2) Math CAASPP
 - a. All students – from 59% proficient to 64% proficient
 - b. SWD: - from 22% proficient to 26% proficient

Data Used to Form this Goal:

- 2016 – 2017 SBAC Data (Math/EL) and 2017 – 2018 SBAC Data (Math/EL)
- In the year of 2017 – 2018, the high school declined in its steady improvement in the CAASPP scores since 2015 – 2016. Our 2017 – 2018 ELA score of 82.5% meets or exceeds standards was a 3.5% decrease from our 2016 -2017 scores. Students with Disabilities showed a similar decrease of 3% last year. The high school fell short of the targeted 3% increase goal. Math proficiency on the SBAC continued its ongoing decrease, falling from 62% in 2017 to 59% in 2018. One noteworthy positive gain came in SWD in the math portion of the CAASPP where we saw a gain of 4%.

Evaluation of progress towards this goal: The school community will participate in ongoing monitoring of student progress on CAASPP practice assessments (IABs), department common assessments and the yearly CAASPP assessments.

Actions	Timeline	Persons Responsible
<p>Administrative steps:</p> <ul style="list-style-type: none"> • Work with ASB to create incentives for students who “meet” or “exceed” standards on the CAASPP • Work with Math and English to collaboratively deploy CAASPP Interim Assessments (IABs) at multiple levels and to collect and study resulting data • Meet with every 11th grade class to nurture positive attitudes regarding testing • Encourage writing across the curriculum. • Work with the English, 	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> • Four administrators • All Staff • PTSA

<p>Science and History departments to develop/refine one rubric based common departmental assessment and provide collaboration time for calibration and scoring.</p>		
<p>Math/English Department Steps:</p> <ul style="list-style-type: none"> • Utilize common assessments as an opportunity to collaborate and to assess student learning • Continue to make changes to in-class assessments to reflect CAASPP style questions • Expose students to additional online assessments and tools • Collaborate with other like school districts to improve instruction and assessments 	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> • Math/English Teachers • Math/English Department Chairs
<p>Math Specific Steps:</p> <ul style="list-style-type: none"> • Design formative and summative unit assessments to reflect SBAC style questions • Utilize CAASPP interim assessments at multiple grade/subject levels. Archive and assess data. • Review units from the CAASPP for all students in IAT and levels below 	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> • Math Teachers • Math Department Chairs
<p>English Specific Steps:</p> <ul style="list-style-type: none"> • Continue integration of non-fiction texts into all levels of the curriculum • Continue refinement of the 11th grade research paper common assessment and the AP 	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> • English Teachers • English Department Chair

<p>level media analysis writing project</p> <ul style="list-style-type: none"> Continued refinement of the FWPE and the SWPE common assessments Continued implementation of the 9th grade Library Research project using a collaborative, multi-media project-based approach Refine the current rubric for the college application essay to align language in the rubric directly to the CCSS. 		
<p>Science/Social Studies Steps:</p> <ul style="list-style-type: none"> Refine summative and formative common assessments to reflect departmental benchmarks, to provide clarity on scope/sequence of like courses, and to provide data regarding student achievement. Refine the current US/AP US History common writing assessment allowing time for departmental collaboration and calibration, common grading, and discussion of departmental norms. Continue to develop a common written assessment in the Science department with a focus on common language and a common rubric. 	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> Social Studies/Science Teachers Social Studies/Science Department Chairs
<p>Evaluate common assessment results in regards to overall strengths and areas of growth. Best teaching practices will be implemented in an effort to improve results.</p>	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> All Department Chairs All Teachers Administrators

<p>Administration will regularly observe all classes to enhance instruction in classrooms and will provide feedback to teachers in a timely manner.</p>	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> • Administrators • All Teachers
<p>BHHS will continue the Lunch Peer tutoring program.</p>	<p>Oct 2018 – April 2020</p>	<ul style="list-style-type: none"> • CTE coordinator • BHHS staff
<p>Bi-monthly department collaborations will continue with a focus on best practices, development of additional intervention strategies, examination of student work, development of common core teaching techniques and continued refinement of common assessments. These collaborations will also include cross-departmental collaborations, a focus on our Student Learning Outcomes and the alignment of expectations and grading scales.</p>	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> • All teachers • All Department Chairs • Administration
<p>Team meetings will be held to align classroom assessments, to align and calibrate lessons plans/curriculum and to analyze common assessment data as a means to improve instruction.</p>	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> • All teachers • All Department Chairs • Administration
<p>Continued support will be provided to teachers for attendance at conferences for both AP instruction and SBAC interim assessment training.</p>	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> • All teachers • All Department Chairs • Administration
<p>Students at BHHS will be receiving laptop computers as part of the school’s transition to 1:1 by 2019 – 2020; Juniors - Jan 2019; Soph and Freshmen - Fall 2019. Additional online assessments and projects will be implemented throughout the disciplines. Teachers will receive additional training regarding implementation of technology into the curriculum</p>	<p>Jan 2019 – Fall 2019</p>	<ul style="list-style-type: none"> • BHUSD Tech Team • BHHS Administrative team • Tech Tosa’s (Teachers on Special Assignment) • All teachers • All Department Chairs

<p>The EL department will develop improved intervention support for EL students. EL Credit Recovery courses will be provided to improve intervention supports for EL students to work towards on – time graduation. Bilingual glossaries, dictionaries and informational leveled texts will be provided to all EL students. EL classes will be maintained at 15 – 20 students to provide meaningful in class intervention.</p>	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> • EL coordinator • EL Teachers • BHHS Administration • Counselors
<p>All Special Education and EL student will engage in online assessments in the CAASPP-style formats.</p>	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> • EL, Special Education and Regular Education Teachers
<p>EL students will continue the STAR reading program to support their reading comprehension and language development.</p>	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> • EL Teachers
<p>Emphasis on best practices with special needs students will drive the design of school wide PD.</p>	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> • Administrative team • All teachers
<p>Special Education students will be supported through the following intervention classes: Algebra ½ A, co-taught Geometry and Algebra classes, and Spanish A.</p>	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> • Administration • Math/Spanish Teachers
<p>The Library Tutoring program will be expanded to support the additional needs of struggling students.</p>	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> • Administration • Librarian • Teachers

School Goal #2: BHHS will work to ensure that 100% of our students will engage in college readiness activities designed to lead to a 4-year college or specialty school/program application

Data Used to Form this Goal: Data from Naviance, College Center Activities and Data ,Career Center Activities and Data, Counselor Meeting Data , Senior Survey

Evaluation of progress towards this goal: The school community will participate in ongoing monitoring of student participation in college readiness activities by reviewing student Naviance usage records, Career Day sign ups, numbers of applications to 4-year universities and specialty school, data on participation in College Center activities, PSAT results, AP results, and a–g completion rates.

Actions	Timeline	Persons Responsible
All students will be introduced to and guided through the usage of the Naviance program through presentations by the College Counselor.	Aug 2018 –April 2020	<ul style="list-style-type: none"> • College counselors • All Staff
The school will continue to provide the PSAT to all 11 th graders in the Fall of each year. The school will begin to give the PSAT to 10 th graders and the SAT to 11 th graders in the Spring of 2019. During PSAT/SAT testing, non-testing grade levels will participated in college readiness activities/presentations	Aug 2018 –April 2020	<ul style="list-style-type: none"> • Site Administration • College Counselor and BHHS Faculty • PTSA
In the Fall of each year, Seniors will meet individually with their counselor for specific college guidance. In the Spring Juniors will meet individually with their counselors for specific college guidance. In the Spring, Sophomores and Freshmen will meet in large group settings with their counselors with a focus on course selection and college application preparation.	Aug 2018 –April 2020	<ul style="list-style-type: none"> • College counselors • Counselors
BHHS will continue to provide a robust Career Day program wherein students can meet with professionals to learn about specific career opportunities and the needed education.	April 2019, April 2020	<ul style="list-style-type: none"> • Administration • CTE coordinator • BHHS Staff
The College Center will continue to provide a multitude of activities throughout the year to support all students in their college search/ application process.	Aug 2018 –April 2020	<ul style="list-style-type: none"> • College Counselor • Counselors
Administrators, counselors and all staff will encourage students and their parents to apply to 4-year universities.	Aug 2018 –April 2020	<ul style="list-style-type: none"> • All Teachers and counselors and Administrators

School Goal #3: BHHS will work to ensure that 100% of our students will demonstrate academic, social, and emotional behaviors related to safety and connectedness.

Data Used to Form this Goal: Safety/Connectedness Survey – Spring 2018, California Healthy Kids Survey – Spring 2018, California Student Tobacco Survey – Spring 2018

Evaluation of progress towards this goal: The school community will participate in ongoing monitoring of student safety and connectedness at school by reviewing student responses to yearly surveys and student participation in activities on campus.

Actions	Timeline	Persons Responsible
<p>All students and parents will be provided an opportunity to participate in an online survey regarding safety and connectedness to the campus. The survey will be administered twice a year – once in the Fall and once in the Spring. The results of the survey will be studied and shared with staff members and student leaders.</p>	<p>March 2019, October 2019, March 2020, October 2020</p>	<ul style="list-style-type: none"> • Administrators
<p>BHHS will provide educational opportunities on making healthy choices and creating successful futures. Including: Senior Assemblies, Spirit, Anti-Bullying, John Wooden Pyrami, Mental health Assemblies, Hero project, Pressures of Perfection, Opt-Out October, Reality Party, Nicotine Use Prevention</p>	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> • Site Administration • BHHS Faculty – those in charge of specific programs
<p>All staff will be trained in the following areas: Active Shooter response, Child Abuse Reporting, Emergency Preparedness – CPR, Cribbing, First Aid Mandated Reporter training</p>	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> • All Staff
<p>The school will continue to support the mental health services provided through the Norman Aid center with a focus on emotional support and on making good choices.</p>	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> • Administration • Intervention Counselor
<p>Monthly Wellness Projects will be augmented to provide emotional and social support for students, parents and staff.</p>	<p>Aug 2018 –April 2020</p>	<ul style="list-style-type: none"> • Counselors



Student Art Display



Spring Musical



Seek Support Month Photo



Winners in Audio Production

Appendices:

- A. Local Control and Accountability Plan (LCAP): This includes an annual update at the beginning of the LCAP. The district LCAP is posted on each district's website; provide link :**

https://www.bhusd.org/apps/pages/index.jsp?uREC_ID=31992&type=d&pREC_ID=547335. (All attached at the bottom of the page)

- B. Results of student questionnaire/interviews**

<https://docs.google.com/forms/d/1w2qjoa6Su113mq9pEuozvrjnkAlACrQuA4t06mw4vHY/edit#responses>

<https://drive.google.com/file/d/0B7P1h9gdLFYEaXlobnotdHRVd1k/view?usp=sharing>

- C. Results of parent/community questionnaire/interviews**

<https://drive.google.com/file/d/13FTziDg11o7nRlc2haVmiBG4T7NK2lg3/view?usp=sharing>

- D. The most recent California Healthy Kids Survey**

<https://wested.ent.box.com/s/ryazoqw5fn9zi8u4ztesyrl5pd1kyvdl/file/301055835624>

- E. Approved AP course list:**

<https://apcourseaudit.inflexion.org/ledger/school.php?a=MjUzNA==&b=MA==>

- F. UC a–g approved course list:**

<https://hs-articulation.ucop.edu/agcourselist/institution/829>

- G. Master Schedule:**

https://drive.google.com/file/d/1tV6nuqw4JMVfxFeFzIPnbyr_mokLVWDs/view?usp=sharing

- H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID**

This is the link to the Career Center webpage which gives detailed information regarding the Career Readiness program:

https://bhhs.bhusd.org/apps/pages/index.jsp?uREC_ID=10621&type=d&pREC_ID=382651

College Center webpage which gives detailed information regarding the College Center program:

https://bhhs.bhusd.org/apps/pages/index.jsp?uREC_ID=198252&type=d&pREC_ID=426072

Medical Science Academy webpage which gives detailed information regarding the Medical Science Academy program:

https://bhhs.bhusd.org/apps/pages/index.jsp?uREC_ID=22793&type=u&pREC_ID=1351

I. California School Dashboard performance indicators: This is the link to BHHS CA School Dashboard:

<https://www.caschooldashboard.org/#/Details/19643111930981/3/EquityReport>

J. School accountability report card (SARC) : <https://www.bhusd.org/accountability/>

K. CBEDS school information form

<https://drive.google.com/file/d/1jEToQ1Vrllz96KsAlp30n-xijA1q1ZQ3/view?usp=sharing>

L. Graduation requirements

https://docs.google.com/document/d/1kPdzoP_B8HVfv95DDIc38WKTToy_zMw_oArd1oIU3M5A/edit?usp=sharing

M. Safety Plan and Evacuation Plan:

<https://drive.google.com/file/d/1aXeYR0iTxqg4497oH8z0bC3BR44194Fh/view?usp=sharing>

<https://docs.google.com/document/d/1PEbHPh5tpnQGIMWtMuB73-kolzR3NmXO4P6353SIBLA/edit?usp=sharing>

N. Budgetary information, including school budget

https://drive.google.com/file/d/1IZ4IIQHEyTdv_IJ0AiGkSO8quMeZqsOZ/view?usp=sharing

O. Link to Generation Ready Curriculum Audit

<https://drive.google.com/file/d/13FTziDg11o7nRlc2haVmiBG4T7NK2lg3/view?usp=sharing>

P. Glossary of terms unique to the school

- The Village: The collection of bungalow classrooms south of the school building
- STC: The Science and Technology building (newer building on the north side of campus)
- EDC: Educational Development Center: Meeting room on the bottom floor of the STC
- Salter Theater: Small theater performance/meeting area
- Swim/Gym: Combination swimming pool and gymnasium
- Old Building: Section on the school building under construction
- KBEV: BHHS television production studio
- House A, B and C: Administrative House offices (Counselors and Assistant Principals)
- Cherney Lecture Hall: Lecture style meeting room on the first floor of the STC