

MORENO HIGH SCHOOL

ACCREDITED BY THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

2004-05 Annual School Accountability Report Card

A Report of 2004-05 Activity Published in November 2006

Moreno High School

Grades 9-12

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The statistical information disclosed in this report was obtained from the California Department of Education and the Beverly Hills Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Instructional materials and school facilities information was acquired in November 2006.

DIRECTOR'S MESSAGE

As Director, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Moreno High School. Whether student, parent, staff, or community member, the data contained within these pages will prove useful in informing you about our school and community, including but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement.

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this as not only a means of complying with state legislature, but as an opportunity to keep our community well informed. We desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district, myself in particular, that a well-informed public is vital in continuing to advance in an ever-evolving world. Our number one priority is our students.

DISTRICT & SCHOOL PROFILE

Beverly Hills Unified School District is located in the western portion of Los Angeles, just below the Santa Monica Mountains and next door to West Hollywood. More than 5,200 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of four K-8 schools, one comprehensive high school, and one continuation high school.

Located in the central region of the district's boundaries, Moreno High is situated on the Beverly Hills High School campus. During the 2004-05 school year, Moreno High served 18 students in grades 9-12. Students who attend Moreno High School are provided a safe, flexible learning environment to complete graduation requirements and explore post-secondary options.

DISTRICT MISSION

The mission of the Beverly Hills Unified School District, the heart of our city's pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic

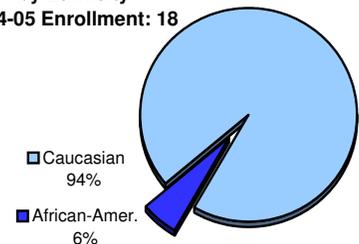
interdisciplinary curriculum; an exemplary instructional and support team; student-centered active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and joy of learning.

PARENT INVOLVEMENT

Parents are invited to volunteer their time, attend school events, or share in the decision-making process. Director Joseph Wianecki maintains an open door policy for parents to visit and discuss any concerns they may have about their child. Parents are encouraged to attend informational parent meetings held each semester. Moreno High parent representation on the School Site Council and WASC Committee provide opportunities for parents to have input on high school programs and financial planning. Parents seeking more information about becoming an active member in the school community may contact Director Joseph Wianecki at (310) 551-5100 ext. 8100.

School-to-home communication takes place through direct contact between parents and the school's director and certificated teacher. Telephone calls, e-mail, and written correspondence are utilized based upon the nature of the conversation. Flyers are sent home with students for schoolwide announcements concerning school activities, reminders, or special events.

Percentage of Students by Ethnicity
2004-05 Enrollment: 18



STUDENT ACHIEVEMENT

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

ADEQUATE YEARLY PROGRESS

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

For the 2004-05 AYP cycle, high schools must achieve a 22.5% or higher proficiency rate in English/language arts and 20.9% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST (grades 2-8) and obtaining an API growth score of 590 or higher or increasing the API growth by one point. High schools must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates the school's specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

STANDARDIZED STATE ASSESSMENTS

Students at Moreno High participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the

California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Beginning in the 2004-05 school year, only students in grades three and seven are tested. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

CALIFORNIA STANDARDS TESTS (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. All school districts in the State of California are required to report their CST results in comparison to the state average.

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

Adequate Yearly Progress (AYP)						
	Moreno High			BHUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Overall School Results	No	Yes	No	Yes	Yes	Yes
Subgroup Results						
	Moreno High			BHUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	No	Yes	Yes	Yes	Yes	Yes
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	N/A	Yes	Yes	Yes
English Learners	N/A	N/A	N/A	Yes	Yes	Yes
Special Education	N/A	N/A	N/A	Yes	Yes	Yes

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

CAT/6 Test Results									
All Students									
Percentage of Students Scoring At or Above Average (50th Percentile Rank)									
	Results for third and seventh grade students only*								
	Moreno High			BHUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	33	29		71	71	64	43	43	41
Math	12	29		79	81	78	50	51	52

*Only third and seventh grade students participated in the 2004-05 and 2005-06 administration of the CAT/6 exam.

California Standards Test Results									
All Students									
Percentage of Students Scoring at Proficient & Advanced Levels									
Subject Area & Grades Tested	Moreno High			BHUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts - gr. 9-11	21	18	0	66	70	72	35	36	40
Math - gr. 9-11		*	*	66	67	69	35	34	38
Science - gr. 9-11		*	*	63	58	61	27	25	27
History - gr. 10 & 11	24	0	*	60	64	64	28	29	32

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

PHYSICAL FITNESS

In the spring of each year, high schools are required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." During the 2004-05 school year, only two students were enrolled in ninth grade; to maintain confidentiality results are not disclosed when less than ten students are tested. District and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

CALIFORNIA HIGH SCHOOL EXIT EXAM

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

Beginning in the 2005-06 school year, students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years. Only three students took the CAHSEE exam during the 2004-05 school year; to maintain confidentiality, results are

not disclosed when less than ten students take the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

High schools are required to disclose, by student group, the percentage of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due data collection schedules for high school completion data, information will not be available until next year's reporting cycle. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

ACADEMIC PERFORMANCE INDEX

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

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests (CAT-6 and CST). Schools that do not meet or exceed their growth targets and are ranked in the bottom half

of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

Due to its small population and unique demographics, Moreno High School participates in the Alternative School Accountability Model (ASAM) as its measurement tool to determine schoolwide growth in academic proficiency. More information on the ASAM is provided in the following section of this report.

ALTERNATIVE SCHOOL ACCOUNTABILITY MODEL

Schools that cannot participate in the API due to student population size may apply to participate in the Alternative School Accountability Model (ASAM). Moreno High has adopted ASAM which is based on the results of standardized tests and other state board- and district-approved *performance indicators*. Alternative schools, like all schools, must seek to meet state standards of learning and achievement. Schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront students and interfere with their abilities to reach grade level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress including academic performance as well as other aspects of growth.

Moreno High's *performance indicators* used to evaluate progress are attendance (days of attendance by all long-term students as a percent of days enrolled), behavior (measures behavior and pre-learning readiness), and high school graduation (percent of credit-eligible long-term high school students who received a high school diploma). Collection of data to create baseline reports for comparison with other schools began in the 2001-02 school year. The ASAM table in this report illustrates the actual performance rates of Moreno High's students in each category and corresponding performance rating (2004-05 results were not available at the time this report was published). A "Commendable" or "Sufficient" performance rating indicates a school met or exceeded expectations. (Note: Long-term students is defined by the state for ASAM reporting purposes as the total number of students continuously enrolled for 90 consecutive instructional days.) For more information on ASAM, visit the state's website at www.cde.ca.gov/ta/ac/am/. ASAM results for the 2005-06 cycle may be obtained from <http://dq.cde.ca.gov/dataquest/> as soon as they are released to the public.

NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2004-05

Subject Area & Grades Tested	Moreno High					
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander Caucasian
English-Language Arts - gr. 9-11					*	0
Math - gr. 9-11						*
Science - gr. 9-11						*
History - gr. 10 & 11					*	*

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

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2004-05

Subject Area & Grades Tested	Moreno High					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts - gr. 9-11	*	*	*	*	*	
Math - gr. 9-11	*	*	*			
Science - gr. 9-11	*	*				
History - gr. 10 & 11	*	*		*	*	

Alternative School Accountability Model (ASAM)

Moreno High Performance Indicators	04-05 Actual Performance Rate	Performance Standard Achieved
Student Behavior		*
Attendance		*
High School Graduation		*

*Actual Performance Rate data was not available when this report was published.

upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2004-05, Moreno High did not participate in the Title I program and is therefore not required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

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

Title I Program Improvement (PI) Status

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

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Moreno High provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Moreno High is located on the southern portion of the Beverly Hills High campus. Moreno High facilities are comprised of one main classroom with four attached mini-rooms and two counseling rooms.

Campus Description

Year Built	1927
Square Footage	3,250 sq. ft.
Total Number of Buildings	1
	Qty.
# of Permanent Classrooms	5
# of Portable Classrooms	0
# of Restrooms (student use)	1 unisex
Library	1*
Computer Lab	1
Staff Lounge	1*
Teacher Work Room	1
Multipurpose Room	1*

*Beverly Hills High School facility shared with Moreno High.

Original school buildings occupied by Moreno High were constructed in 1927. In the fall of 2005, all interior/exterior lighting fixtures were retrofitted to maximize energy efficiency and

the central heating/cooling plant was replaced. A \$3.6 million modernization project for Beverly Hills High and Moreno High facilities and operating systems is in the planning phase with a completion date not yet determined. Ongoing and routine maintenance through the school year ensures facilities remain in good working condition.

SUPERVISION & SAFETY

Campus security officers are shared between Moreno High and Beverly Hills High school. Due to the configuration of instructional areas, students remain in the primary building for all classes. As soon as students arrive on campus, they report directly to their first class. At the end of the day, students are dismissed from the classroom and supervised by campus security officers to ensure a safe and orderly departure.

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

SCHOOL SITE SAFETY PLAN

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

FACILITIES MAINTENANCE

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

Maintenance & Operations (M&O) employs a work order process enabling Moreno High to communicate unscheduled maintenance needs, urgent repairs, or special projects. The school's secretary submits requests via an electronic work order to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff; general requests are typically addressed within two weeks.

Campus facilities are cleaned daily; two full-time day custodians, nine full-time evening custodians, and two groundskeepers are assigned to Beverly Hills High and Moreno High and work closely with the school's director for routine maintenance, daily custodial duties, and preparation for special events. The director and day custodian communicate regularly regarding campus

cleaning needs and safety concerns. Every morning before school begins, the director inspects the facilities for safety hazards, graffiti, or other conditions that require removal prior to students arrival. The day custodians are responsible for general custodial functions and keeping restroom, classrooms, office area, and other facilities in an orderly and secure condition. Teaching staff check restrooms throughout day to ensure they are kept in a sanitary condition and adequately stocked. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, office areas, and other facilities; daily duties include cleaning student desktops. Groundskeepers perform general gardening and maintenance work.

Moreno High works closely with the district's Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. M&O performs a comprehensive school inspection every year during the summer months before classes begin in the fall. During the winter recess, M&O revisits the restrooms, classrooms, and common areas to evaluate the current condition of facilities and identify unsafe situations that require immediate resolution. Extensive and routine measures have been established by the district to ensure facilities remain in good working order at all times. The following measures have been established by M&O to ensure Moreno High remains safe and fully operational:

- The school's custodial manager checks restrooms on a rotational schedule throughout the school year to identify and report deficiencies.
- Work orders and corrective actions are prioritized based upon the severity and nature of circumstances. Unsafe conditions and poor air quality issues are quickly identified and immediately corrected. If a situation cannot be corrected quickly, it is "safed off" and remedied within a three-day period.
- In September of each year, a professional contractor inspects existing roofing systems and performs preventative maintenance. During the year, reported leaks are repaired in two days or less.
- Graffiti and property damage due to vandalism is addressed within a two-day period.

Schools are required by state law to report the condition of their facilities. M&O and Moreno High will begin inspections in compliance with new requirements during the 2005-06 school year. The new School Site Inspection report will itemize the state-required inspection areas and require Moreno High to disclose the operational status in each of those areas.

DEFERRED MAINTENANCE

Beverly Hills Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air

conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2004-05 school year, Beverly Hills High/Moreno High received \$317,126.35 of deferred maintenance funds for repairs, replacements, and upgrades to facilities and operating systems.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Moreno High provides a disciplined, stimulating learning environment, engaging students in the learning process while maintaining an effective learning environment. Upon enrollment, Moreno High's director, the student, and student's parent(s) participate in an intake meeting, at which time school rules, consequences for poor behavior, and academic expectations are clearly explained. Moreno High's discipline matrix is used as a tool to modify unacceptable behavior and foster a positive outlook toward education.

Suspensions & Expulsions

	BHUSD High Schools*		
	02-03	03-04	04-05
Suspensions (#)	88	74	57
Suspensions (%)	4.01%	3.43%	2.56%
Expulsions (#)	1	3	1
Expulsions (%)	0.05%	0.14%	0.04%

*The district does not disaggregate the number of suspensions and expulsions by school site for the Beverly Hills High and Moreno Continuation High; therefore site level total are not available.

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

Character education instruction and discipline models are based upon the district's character education program, the *Beverly Hills Way*, which is comprised of five components – respect, responsibility, integrity, caring, and citizenship. Character education lessons are embedded throughout the curriculum and reinforced daily as needed. Students are encouraged to practice the *Beverly Hills Way* while at school and at home.

During the initial intake meeting, students receive a pamphlet which outlines school rules and student responsibilities. For returning students, at the beginning of the school year every student receives a "First Day Packet" which includes information about school policies, behavioral guidelines, and academic expectations. Students are reminded of their obligations to conduct themselves in a responsible, respectful manner individually either by the school's director or teacher.

All of Moreno High's students voluntarily participate in either group or individual counseling as an elective. Students discuss multiple concerns related to behavior, academics, and social issues. School staff take every effort to prepare students for

successful completion of high school curriculum and entrance into the workforce.

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

Moreno High celebrates efforts to follow school rules and meet academic expectations. Students are spontaneously recognized for their individual efforts in attending school every day, academic progress, good citizenship, and community service. All staff members look forward to the opportunity to share achievements and successes with students and their parents through direct personal contact or phone calls to the student's home.

ENRICHMENT ACTIVITIES

Students are encouraged to concurrently enroll in extension classes at UCLA and nearby community colleges. As part of the Moreno High graduation requirements, students are required to perform 100 hours of community service. Students are encouraged to join sports programs offered by the city's parks and recreation department. Enrichment and extracurricular activities promote positive attitudes, encourage achievement, and build self-esteem.

TEACHING LOADS

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

Teaching Load Distribution Departmentalized Instruction (Grade 6-8)

Subject	2002-03			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
Social Science	16.0	1		
Subject	2003-04			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
Social Science	18.0	1		
Subject	2004-05			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
Social Science	16.0	1		

INSTRUCTIONAL TIME

During the 2004-05 school year, Moreno High offered 180 full days of instruction. All instructional minutes offered at Moreno High exceeded state requirements specified in the California Education Code. The state requires students in continuation schools to receive a minimum of 32,400 minutes of instruction annually; Moreno High School offered 37,800 minutes of instruction for the 2004-05 school year.

STUDENT ATTENDANCE

Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Moreno High's annual rate of attendance for the 2004-05 school year reached 87.84%. The annual attendance rate for all elementary schools in Beverly Hills Unified School District was 96.96%.

DROPOUTS & GRADUATION RATES

Moreno High School had two dropouts recorded for the 2004-05 school year. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences and counseling. For many students, Moreno High is the final alternative to completing high school. To support students efforts in obtaining their diploma, individualized instruction in a positive, motivational environment is strongly emphasized and consistently applied by instructional staff.

	Dropout & Graduation Rates		
	Moreno High		
	02-03	03-04	04-05
Dropout Rate (%)	12.5	39.1	11.1
Graduation Rate (%)	88.9	80.0	41.7
	BHUSD		
	02-03	03-04	04-05
	Dropout Rate (%)	0.1	0.5
Graduation Rate (%)	99.8	99.6	98.6
	California		
	02-03	03-04	04-05
	Dropout Rate (%)	3.2	3.3
Graduation Rate (%)	86.7	85.3	84.9

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Beverly Hills Unified School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and identified in collaboration among Beverly Hills High staff and Moreno High staff and based on the results of teacher surveys, leadership team input, and districtwide goals. During the 2004-05 school year, Moreno High offered three site-based staff development days that focused on integrating technology into the curriculum and the WASC accreditation process.

The district supplements professional development activities with additional training sessions and workshops year-round to support newly adopted and ongoing programs. Supplemental professional development is offered throughout the school year and over the summer break. District-sponsored training sessions offered during the 2004-05 school year included:

- Rubrics (ongoing)
- Power Standards (ongoing)
- Benchmark Assessments (ongoing)

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

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

INSTRUCTIONAL MATERIALS

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

On November 16, 2004, at 7:00 p.m., Beverly Hills Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #2004-

2005-013 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the district office to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

SCHOOL LEADERSHIP

Leadership at Moreno High is a responsibility shared among the director, district staff, and Beverly Hills High School leadership team. The school director, Mr. Joseph Wianecki, is responsible for the day-to-day operations and the overall instructional program.

Mr. Wianecki collaborates with the Beverly Hills High school leadership as resource for developing curricular programs, staff development activities, and improved student learning strategies. As needed and based upon subject area, Mr. Wianecki and school staff meet with Beverly High School's departments and leadership team representatives to share ideas, classroom strategies, and curricular goals.

Director Joseph Wianecki has served the educational field for the past 28 years with the Beverly Hills Unified School District as a member of the Moreno High team. Mr. Wianecki's dedicated service in the continuation school environment began as an instructional aide and teacher, followed by his appointment as director. Professional certifications include a master's degree in counseling and guidance, a bachelor's degree in psychology, a Clear Pupil Personnel Services Credential, a Professional Clear Designated Subjects Vocational Education Teaching Credential, and a Clear Single Subject Teaching Credential.

Beverly Hills High's School Site Council (SSC) is comprised of administrators, teachers, and a representative from Moreno High. The SSC meets once a month and is responsible for reviewing and approving school site plans, the school safety plans, and annual budgets. Council members serve as a liaison between the school and community.

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Moreno High structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers differentiate instruction to accommodate each student's learning

and proficiency levels using a variety of instructional techniques, research-based instructional materials, and innovative strategies.

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

Moreno High's special education program is supported by highly qualified, caring staff. Resource specialists provide individual and small group instruction for special education students in the resource room. All special education students are mainstreamed as much as possible into the general education classroom and provided instruction in the least restrictive environment. Each student's curricular agenda is based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and coordinates specially-designed instruction based upon individual academic, social, and/or behavioral needs. During the 2004-05 school year, Moreno High's student body did not include any students with an IEP.

Students identified as English Learners (EL) are placed with a teacher who has been certified by the state to teach English learners. EL students are provided differentiated instruction through standard curriculum. As students increase fluency in the English language, Moreno High continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

COLLEGE PREPARATION & WORK READINESS

COLLEGE PREPARATION COURSES

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

Enrollment In and Completion of UC/CSU-Required Courses

2004-05		%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission		100.0
Graduates Who Completed All Courses Required for UC/CSE Admission		0.0

District Adopted Textbooks (Grades 9-12)		
Year Adopted	Publisher	Series
Math		
2000	Glencoe	<i>Pre-Algebra</i>
2000	Glencoe	<i>Algebra</i>
2006	McDougal Little	<i>Algebra II</i>
2002	Glencoe	<i>Geometry</i>
1996	Glencoe	<i>Math Applications & Connections</i>
Language Arts		
1999	Harcourt	<i>Adventures in American Literature</i>
1996	Scott Foresman	<i>Literature and Integrated Studies</i>
1997	Heinle & Heinle	<i>Voices in Literature</i>
Science		
2002	Glencoe	<i>Biology Living Systems</i>
1996	Glencoe	<i>Life Science</i>
1996	Glencoe	<i>Physical Science</i>
Social Science		
1997	Houghton Mifflin	<i>American Government</i>
1999	Houghton Mifflin	<i>The American Pageant</i>
2003	Pearson/Prentice Hall	<i>Civics Participating in Government</i>
1994	Glencoe	<i>Economics</i>
2006	AGS Publishing	<i>US History (EL)</i>
1998	Prentice Hall	<i>World History Connections to Today</i>
Foreign Language		
Data unavailable.		

ADVANCED PLACEMENT

Advanced placement courses provide an opportunity for students to qualify for college credit while still in high school. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. Moreno High School did not offer any advanced placement courses during the 2004-05 school year. Students who wish to get a head start on their college coursework are encouraged to concurrently enroll in nearby community colleges.

SAT REASONING TEST

The SAT is designed to assess many of the skills that are important to a student's success in college and their general educational development; the scoring range is 200-800. SAT exam preparation materials are available at Moreno High School; Director Wianecki is available to assist students who are interested in taking the SAT exam. During the 2004-05 school year, none of Moreno High school's students took the exam.

WORKFORCE PREPARATION

Students in grades nine through twelve receive structured career planning guidance from school personnel regarding post-secondary goals and career planning. Students are introduced to the district's career technical education programs, work experience program, career pathways, regional occupational programs, and workability programs. Career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

Each year in the spring, Beverly Hills High School sponsors a comprehensive Career Day Conference featuring many guest speakers who want to share their knowledge and professional experiences. Over 100 community volunteers conduct mini workshops and host presentations. Students select a menu of workshop in the industries they are interested in. Beverly Hills High welcomed representatives from the following industries: performing arts, medical and health services, television/movie production, business, sales and marketing, photography, criminal justice, physics and astronomy, modeling, acting, gemology, legal, pharmacy technicians, fire science, architecture, municipal services, culinary arts, and real estate.

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

ROP Courses

2004-05

ROP Steering Committee Representative:
Steve Rappaport

Entertainment Marketing	Psychology/Teen Line
Entrepreneurship	Retail Marketing
Fashion Technology	Robotics
Game Programming	Sports Marketing
Hotel Management	Sports Medicine
Intro to Marketing	Teachers Assistant
Office Occupations	TV Production
Psychology Careers	Virtual Business Ent.

Career Technical Education (CTE) Program Participation*

2004-05

Total Number of Students Participating in CTE Programs*	1195
Percentage of Students Completing CTE Program and Earning a High School Diploma	18
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

*Combined Total of Beverly Hills High and Moreno High Students

experience, contact the Beverly Hills High School's career center or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, contact Beverly Hills High School's

career center. Work experience opportunities are provided through the regional occupation program.

Moreno High students may participate in any one of Beverly Hills High's three career pathways programs: Media of the Arts, Marketing, and Business Technology. Students enrolled in the career pathways programs are enrolled in core classes where instructional content is more closely related to their chosen field of study. Core curriculum teachers and career pathways teachers collaborate regularly to ensure coursework is in alignment with state standards and student needs.

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

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Moreno High recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, the school employed two fully credentialed teachers.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials & Assignments

	Moreno High			BHUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	2	2	2	298	290	283
Teachers with Full Credential	2	2	2	272	278	275
Teachers without Full Credential	0	0	0	26	12	8
Teachers in Alternative Routes to Certification	0	0	0	0.6	4	5
Pre-Internship	0	0	0	0	0	0
Teachers with Emergency Permits	0	0	0	28	8	3
Teachers with Waivers	0	0	0	1	0	0
Teachers Teaching Outside Subject Area	0	0	0	*	9	9
Teacher Misassignments - Total	0	0	0	0	0	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2004-05	
Moreno High	66.7	33.3
District Totals	94.4	3.0
High-Poverty Sch.	0.0	0.0
Low-Poverty Sch.	94.4	3.0

Teacher Education Levels

2004-05

	Moreno High	BHUSD
	%	%
Doctorate	0.0	1.8
Master's Degree plus 30 or more semester hours	0.0	34.9
Master's Degree	50.0	24.6
Bachelor's Degree plus 30 or more semester hours	50.0	32.4
Bachelor's Degree	0.0	6.4
Less than a Bachelor's Degree	0.0	0.0

TEACHER EVALUATIONS

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

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

Temporary and probationary teachers are formally evaluated annually, permanent (tenured) teachers are evaluated once every two years. Evaluations begin with a preconference followed by the preparation of a professional assessment plan and a formal classroom observation and evaluation; the evaluation process is concluded with a post-conference feedback session between the teacher and evaluator. Evaluations are conducted by the principal or assistant principal who has been trained and certified for competency to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to develop a needs improvement plan. Corrective measures in the needs improvement plan may include ongoing participation in BTSA, referral to the Peer Assistance and Review Program (PAR), or participation in additional staff development. Teachers may discontinue needs improvement obligations when a "satisfactory" rating is acquired in future evaluations.

SUPPORT SERVICES STAFF

Moreno High School has access to Beverly Hills High School's highly qualified support services staff consisting of school counselors, psychologists, and district nurse. This expert team of support services staff is available on an as-needed basis. Through close collaboration, support services staff are instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

School counselors are available to provide academic guidance, discuss social issues and conflict resolution, and identify and resolve diverse issues interfering with a student's ability to learn and succeed in school. Beverly Hills High's school resource officer meets with Moreno High's students throughout the school year, teaching students how to resist peer pressure and live

Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05

	No. of Staff	FTE*
Counselor	As Needed	
Psychologist	As needed	
School Nurse	As needed	

*Full-time Equivalent

productive drug and violence-free lives (DARE - Drug Abuse Resistance Education). School psychologists are available to assist with academic, social, and emotional issues as well as provide needed psycho-educational assessments to determine eligibility for special education services and to facilitate coordination of Individual Education Plans (IEP). School nurses conduct health screening programs; health technicians provide basic first aid as well as provide consistent, comprehensive health care services.

SUBSTITUTE TEACHERS

Beverly Hills Unified School District had a pool of 125 qualified substitute teachers during the 2004-05 school year. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Moreno High rarely has difficulty in obtaining a qualified substitute teacher from the district's pool. In the event a substitute teacher is not available for an absent teacher, the principal or other available certificated personnel will fill the role of the substitute.

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

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

	Salary Comparison 2004-05	
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,153	\$37,730
Mid-Range Teacher Salary	\$62,825	\$59,397
Highest Teacher Salary	\$73,073	\$72,979
Average Principal Salaries:		
Elementary School	\$106,559	\$90,266
High School	\$117,715	\$103,395
Superintendent Salary	\$150,000	\$143,489
Percentage of General Fund Expenditures For:		
Teacher Salaries	39.5%	41.5%
Administrative Salaries	4.4%	5.6%

EXPENDITURES PER STUDENT

For the 2004-05 school year, Beverly Hills Unified School District spent an average of \$8,518 of total general funds to educate each student (based on 2004-05 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2004-05					
Expenditures Per Pupil	Dollars Spent per Student				
	Moreno	BHUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
ADA (Average Daily Attendance)	22	5,101			
Total Restricted and Unrestricted	\$8,820	\$9,721	90.7%	N/A	N/A
Restricted (Supplemental)	\$0	\$3,059	0.0%	N/A	N/A
Unrestricted (Basic)	\$8,820	\$6,662	132.4%	\$4,743	186.0%
Average Teacher Salary	\$60,852	\$69,131	88.0%	\$63,694	95.5%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received approximately \$4,213 per student in federal, state, and local aid for the following categorical, special education, and support programs:

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