



# MORENO HIGH SCHOOL

ACCREDITED BY THE WESTERN ASSOCIATION  
OF SCHOOLS AND COLLEGES

## 2007-08 Annual School Accountability Report Card

A Report of 2007-08 Activity Published in November 2008

### Moreno High School

Grades 9-12

Joseph Wiancki, Lead Teacher  
241 Moreno Drive  
Beverly Hills, CA 90212  
(310) 551-5100 ext. 8100

### Board of Education

Myra Demeter, Ph.D.  
Myra B. Lurie  
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Ilene W. Straus, Ed.D.  
Assistant Superintendent  
Educational Services K-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 were acquired in August 2008 and school facilities information was acquired in October 2008.*

### LEAD TEACHER'S MESSAGE

Moreno High School continues its outstanding record of excellence. Our academic program, particularly in the area of language arts, math, social science, and electives, is very strong. This annual report demonstrates our commitment to excellence, sharing valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and expenditures compared to other continuation, as well as, comprehensive high schools and districts in the state.

We have specialty teachers for art, foreign language, and life skills. We are currently training teachers and revising the curriculum to offer an even more differentiated program to meet the needs of our students' different styles and different strengths.

Moreno High School possesses two very special qualities: a strong teacher commitment to student excellence and an academic atmosphere that is a safe haven to provide our students success. Our teachers meet regularly to coordinate curriculum planning and implementation. This provides consistency and ensures quality. There is a strong vision of providing enriched, challenging, and real life instruction to all.

We welcome parents and community members to participate as partners with us. We have an open door policy and all are welcome to visit.

We believe Moreno High School is truly an exciting and exceptional place for students to learn and to grow.

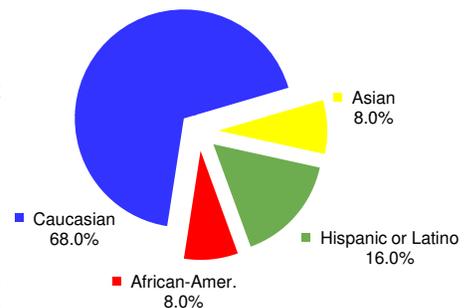
### DISTRICT & SCHOOL PROFILE

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

Located in the central region of the district's boundaries, Moreno High is situated on the Beverly Hills High School campus. During the 2007-08 school year, Moreno High served 25 students in grades 9-12. Student enrollment included 28% qualifying for English learner support.

Students who attend Moreno High School are provided a safe, flexible learning environment to complete graduation requirements and explore post-secondary options.

Percentage of Students by Ethnicity  
2007-08 Enrollment: 25



### 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. Mr. Joseph Wiancki 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 Mr. Wiancki at (310) 551-5100 ext. 8100.

School-to-home communication takes place through direct contact among parents, the school's lead teacher, and certificated teachers. Telephone calls to the home, 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, and special events.

## 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 2007-08 AYP cycle, high schools must achieve a 33.4% or higher proficiency rate in English/Language Arts and 32.2% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a high school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 620 or higher or increasing the API growth by one point, and obtaining a graduation rate of 83%.

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

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

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Moreno High	BHUSD
Overall School Results	No	Yes
Participation Rate		
English-Language Arts	*	Yes
Math	*	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	Yes
Math	Yes	Yes
API	No	Yes
Graduation Rate	Yes	Yes

\* Data not available at the time this report was published.

### 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 California Standards Tests (CST), the Aprenda 3, and the California Alternative Performance Assessment (CAPA).

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

### CALIFORNIA STANDARDS TESTS (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. 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/>.

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

	Moreno High			BHUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	14	19	9	24	26	73.00	40	42	46.00
Math	28	31	*	25	27	62.00	38	40	43.00
Science	6	4		15	20	73.00	27	35	46.00
History			0	23	24	59.00	32	33	36.00

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

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

	Moreno High						
	Amer. Indian or Alaskan Native		Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
	African- Amer.						
English-Language Arts			*		*		*
Math			*		*		*
Science							
History			*		*		*

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

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

	Moreno High					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	*	*	*			
Math	*	*	*			
Science						
History	*	*	*			

## 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.

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; none of the tenth grade students tested at Moreno High passed the math or English/language arts portion of 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. Detailed information about the CAHSEE can be found at [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/).

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Moreno High			BHUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	*	*	*	86.0	81.8	80.6	51.1	48.6	52.9
Math	*	*	*	87.3	80.9	82.6	46.8	49.9	51.3

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

\*When less than 10 students are tested, results are not shared to maintain confidentiality.

## 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.

The ASAM table in this report illustrates the actual performance rates of Moreno High's students in each category and corresponding performance rating. 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/](http://www.cde.ca.gov/ta/ac/am/).

Alternative School Accountability Model (ASAM)		
Performance Indicators	07-08 Actual Performance Rate	Performance Standard Achieved
Suspension	Data unavailable; please visit <a href="http://dq.cde.ca.gov/dataquest">http://dq.cde.ca.gov/dataquest</a> for the most current ASAM reports.	
Attendance		
Credit Completion		
High School Grad.		

## NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, 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

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2007-08						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African-Amer.	*	*	*	*	*	*
Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
Migrant Education						
Students with Disabilities						

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

## 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.

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	Not In PI	Not In PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		N/A
Percent of Schools Currently Identified for PI		N/A

## 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 three main classrooms with four attached mini-rooms and two counseling rooms.

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. Ongoing and routine maintenance throughout the school year ensures facilities remain in good working condition.

2007-08 School Improvements:

- Addition of two classrooms
- Installation of new signage

### Campus Description

Year Built	1927
Square Footage	3250 sq. ft.
Total Number of Buildings	1
	Qty.
# of Permanent Classrooms	5
# of Portable Classrooms	0
# of Restrooms (student use)	1 unisex
Computer Lab	1
Library	1*
Multipurpose Room	1*
Staff Lounge	1*
Teacher Work Room	1

\*Beverly Hills High School facility shared with Moreno High.

### SUPERVISION & SAFETY

Campus security officers are shared between Moreno High and Beverly Hills High. 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 most current site safety plan was reviewed, updated and shared with school staff in fall 2008.

### 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 staff 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 and nine full-time evening custodians assigned to Beverly Hills High and Moreno High and work closely with the school's lead teacher for routine maintenance, daily custodial duties, and preparation for special events. The lead teacher and day custodian communicate as needed regarding campus cleaning needs and safety concerns. Every morning before school begins, the lead teacher inspects the facilities for safety hazards, graffiti, or other conditions that require removal prior to students arrival.

The day custodian is responsible for general upkeep of campus and keeping restrooms, classrooms, office, cafeteria, and other facilities in an orderly and secure condition. The lead teacher checks restrooms throughout the day to ensure they are kept in a sanitary condition and adequately stocked. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, and other facilities; daily duties include cleaning student desktops.

A team of four senior groundskeepers and one senior lead groundskeeper are responsible for general landscaping and irrigation projects; the groundskeeping team visits Moreno High School on a rotational basis.

Moreno High works closely with the district's Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Moreno High took place on September 10, 2008. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state-required inspection areas, disclosing the operational status in each of those areas.

### School Facility Good Repair Status

Item Inspected	Status		
	Good	Fair	Poor
<b>Most Recent Inspection:</b> <b>September 10, 2008</b>			
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		

### Overall Summary of School Facility Good Repair Status

Overall Summary	Exemplary
<p>The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</p>	

### DEFERRED MAINTENANCE

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

## 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 lead teacher, 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.

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 student/parent packet which outlines school rules and student responsibilities. For returning students, school policies, behavioral guidelines, and academic expectations are shared verbally by the lead teacher and teachers. Throughout the year, students are reminded as needed to conduct themselves in a responsible, respectful manner.

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 make 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 lead teacher; 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 student's 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.

Suspensions & Expulsions			
	Moreno High		
	05-06	06-07	07-08
Suspensions (#)	*	7	2
Suspensions (%)		21.21%	8.00%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

	BHUSD High Schools		
	05-06	06-07	07-08
Suspensions (#)	127	109	150
Suspensions (%)	5.32%	0.13%	0.13%
Expulsions (#)	0	3	3
Expulsions (%)	0.00%	0.13%	0.13%

*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.*

### 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.

### INSTRUCTIONAL TIME

During the 2007-08 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 2007-08 school year.

### TEACHING LOADS

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

Teaching Load Distribution Departmentalized Instruction				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2005-06				
Social Science	20.0	1		
2006-07				
Social Science	19.0	1		
2007-08				
Social Science	30		1	

### DROPOUTS & GRADUATION RATES

Moreno High School had 16 dropouts recorded for the 2006-07 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, directed small group and individualized instruction in a positive, motivational environment is strongly emphasized and consistently applied by instructional staff.

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

	Moreno High		
	04-05	05-06	06-07
Dropout Rate (%)	11.1	32.0	39.4
Graduation Rate (%)	41.7	99.2	95.8

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

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

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

Moreno High	BHUSD	California
100.0%	96.0%	80.3%

Graduation Rate Formula:  
# of Graduates divided by CBEDS 12th Grade Enrollment

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

*\*\*Most current information available.*

## 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 2007-08 school year, Beverly Hills Unified School District offered three staff development days, which focused on assessment types (formative and summative) and how best to utilize these assessments to monitor student progress (grades K-8). Portions of these days were led by administrators at school sites and at articulation meetings across the district. To provide ongoing training and support, K-8 Teacher Specialists, selected by their grade levels/departments and trained by Educational Services, led staff development workshops in the use of formative and summative assessments and the importance of looking at student work for instructional improvement opportunities.

Staff Development Days Three-Year Trend		
2005-06	2006-07	2007-08
3	3	3

A portion of staff development days were held at each of the school sites. During the 2007-08 school year, Moreno High offered three site-based staff development days which focused on integrating technology into the curriculum, disaster preparedness, and CPR/first aid.

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

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

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (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 lead teacher 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. For a period of 30 days prior to adoption, parents may visit the district office to review textbooks that have been recommended for adoption by the Board of Education.

On October 7, 2008 at 7:00 p.m., Beverly Hills Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #2008-2009-007 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2008-09 school year, all students enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks..

### SCHOOL LEADERSHIP

Leadership at Moreno High is a responsibility shared among the Director of Adult Education, lead teacher, district staff, and Beverly Hills High School's leadership team. Mr. Joseph Wianecki is responsible for the day-to-day operations and the overall instructional program.

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

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.

As part of the academic program at Moreno High School, students are given the opportunity to learn more about cultural affairs by attending field trips to the Holocaust Museum, The Getty Museum, as well as the Walt Disney Concert Hall.

Moreno High's special education program is supported by highly qualified, caring staff. Resource specialists provide both full-period and in-class instruction. 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 2007-08 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. Student progress and instructional support are based upon individual results on the CELDT exam which is given twice a year.

## 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).

### UNIVERSITY OF CALIFORNIA

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

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

	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	34.9
Graduates Who Completed All Courses Required for UC/CSU Admission	0

\*Most current data available.

### District Adopted Textbooks (Grades 9-12)

Year Adopted	Publisher	Series
<b>Math</b>		
2000	Glencoe	<i>Pre-Algebra</i>
2000	Glencoe	<i>Algebra</i>
2006	McDougal Little	<i>Algebra II</i>
2007	Glencoe	<i>Basic Geometry</i>
2002	Glencoe	<i>Geometry</i>
1996	Glencoe	<i>Math Applications &amp; Connections</i>
<b>Language Arts</b>		
1999	Harcourt	<i>Adventures in American Literature</i>
1996	Scott Foresman	<i>Literature and Integrated Studies</i>
1997	Heinle & Heinle	<i>Voices in Literature</i>
2007	Holt	<i>Mastering the California Standards in English - Language Arts (Courses 3 to 6)</i>
2007	Pearson AGS Globe	<i>Exploring Literature</i>
2007	Pearson AGS Globe	<i>British Literature</i>
2007	Pearson AGS Globe	<i>American Literature</i>
2007	Pearson AGS Globe	<i>World Literature</i>
<b>Science</b>		
2007	McDougal Littell	<i>Biology</i>
1996	Glencoe	<i>Life Science</i>
1996	Glencoe	<i>Physical Science</i>
<b>Social Science</b>		
2007	Glencoe/McGraw Hill	<i>American Government: Democracy in Action</i>
1999	Houghton Mifflin	<i>The American Pageant</i>
2003	Pearson/Prentice Hall	<i>Civics Participating in Government</i>
1994	Glencoe	<i>Economics</i>
2006	AGS Publishing	<i>US History (EL)</i>
1998	Prentice Hall	<i>World History Connections to Today</i>

## CALIFORNIA STATE UNIVERSITY

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

## ADVANCED PLACEMENT

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 2007-08 school year. Students are encouraged to concurrently enroll in nearby community colleges for more advanced coursework.

## 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, performance reports, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress every four weeks as part of their time reports.

Throughout the year, Moreno High invites local business and industry representatives share information and experiences about their occupations. During the 2006-07 school year, business, military, and culinary arts professionals sponsored special presentations for interested students.

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

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

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

Regional Occupational Programs (ROP) are offered in partnership with the Los Angeles County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Regional Occupational Program 2007-08	
ROP Steering Committee Representative: Steve Rapaport	
ROP/Vocational Education	
Advanced Film & Video Prod.	Psychology /Teen Line
Entertainment Marketing	Psychology Careers
Entrepreneurship	Retail Marketing
Fasion Technology	Robotics
Game Programming	Sport Marketing
Hotel Management	Sports Medicine
Intro to Marketing	Teachers Assistant
Intro to TV & Radio	TV Production
Office Occupations	Virtual Business
Career Pathways	
AV Technology & Communications	Home Economics
Business Occupations	Marketing
Business Technology	Marketing Careers
Health Science	Media of the Arts

The Career Technical Education Program table in this report shows the total number of students participating in the district's vocational education and regional occupational programs and their completion rates. For more information on career technical programs, ROP, workability, career pathways, and work experience, contact Beverly Hills High School's career center or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education (CTE) Program Participation 2006-07*		BHUSD
Total Number of Students Participating in CTE Programs		956
Percentage of Students Completing CTE Program and Earning a High School Diploma		100%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education		0

\* Most recent information available.

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

Moreno High recruits and employs the most qualified credentialed teachers. For the 2007-08 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". 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			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	2	2	2		281	296	303	
Teachers with Full Credential	2	2	2		277	290	298	
Teachers without Full Credential	0	0	0		4	6	5	
Teachers in Alternative Routes to Certification	0	0	0		2	5	5	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		2	1	0	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	0	0	0		11	6	0	
Teacher Misassignments - Total	0	0	0	0	45	75	0	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	45	75	0	0
Teacher Vacancies	0	0	0	0	0	0	0	1

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Moreno High	100.0%	0.0%
District Totals		
All Schools	99.7%	0.3%
High-Poverty Sch.	0.0%	0.0%
Low-Poverty Sch.	99.7%	0.3%

	Teacher Education Levels 2007-08	
	Moreno High	BHUSD
	%	%
Doctorate	0.0	2.0
Master's Degree plus 30 or more semester hours	0.0	37.0
Master's Degree	50.0	22.4
Bachelor's Degree plus 30 or more semester hours	50.0	31.4
Bachelor's Degree	0.0	7.3
Less than a Bachelor's Degree	0.0	0.0

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

### TEACHER EVALUATIONS

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

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

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

### SUBSTITUTE TEACHERS

Beverly Hills Unified School District has a pool of 95 qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Moreno High does not experience difficulty in obtaining a qualified substitute teacher from the district's pool.

### 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.

#### Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08

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

FTE = Full-Time Equivalent

Counselors are available to provide academic guidance, discuss social issues and conflict resolution, and identify diverse issues interfering with a student's ability to learn and succeed in school. Beverly Hills High School's resource officer meets with Moreno High students throughout the school year, teaching students how to resist peer pressure and live productive drug and violence-free lives. Psychologists assist with academic, social, and emotional issues as well as provide assessments to determine eligibility for special education services and to facilitate coordination of Individual Education Plans (IEP). The nurse conducts health screening programs.

## DISTRICT EXPENDITURES

### SALARY & BUDGET COMPARISON

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

	Salary Comparison 2006-07	
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$43,012	\$39,692
Mid-Range Teacher Salary	\$67,971	\$62,830
Highest Teacher Salary	\$78,133	\$80,472
Average Principal Salaries:		
Elementary School	\$111,754	\$98,460
High School	\$126,180	\$114,549
Superintendent Salary	\$200,000	\$166,547
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.1 %	40.2 %
Administrative Salaries	4.6 %	5.8 %

### EXPENDITURES PER STUDENT

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

#### Current Expense of Education per Pupil

2006-07

Expenditures Per Pupil	Dollars Spent per Student				
	Moreno High	BHUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$10,568	\$6,565	161.0%	N/A	N/A
Restricted (Supplemental)	\$0	\$444	0.0%	N/A	N/A
Unrestricted (Basic)	\$10,568	\$6,120	172.7%	\$5,300	199.4%
Average Teacher Salary	\$78,133	\$69,296	112.8%	\$62,157	125.7%

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

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

## SARC DATA & ACCESS

### DATAQUEST

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

### PUBLIC INTERNET ACCESS LOCATION

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

Open to the Public: Mon.-Thurs. 10:00-9:00  
 Fri.-Sat. 10:00-6:00, Sun. 12:00-5:00  
 Phone: (310) 288-2220  
[www.bhpl.org](http://www.bhpl.org)  
 Number of Computers Available: 22  
 Printers Available: Yes