



Beverly Hills Unified School District
 CREATING A WORLD CLASS EDUCATION
BEVERLY HILLS HIGH SCHOOL • HORACE MANN • BEVERLY VISTA • HAWTHORNE • EL RODEO

MORENO HIGH SCHOOL

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 were acquired in January 2015 and school facilities documentation referred to in this report were acquired in December 2014.

2013-14 Annual School Accountability Report Card

A Report of 2013-14 Activity Published in January 2015

PRINCIPAL'S MESSAGE

Moreno High School continues its outstanding record of excellence. Our academic program, particularly in the area of mathematics, English language arts, social studies, 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.

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, and we have counseling services to provide students with additional life skills support. Consistency, rigor and support define the Moreno High School program. 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 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. Approximately 4,500 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.

DISTRICT MISSION

The mission of Beverly Hills Unified School District is to inspire and empower each student to achieve academic excellence, embrace social and individual responsibility, and lead with integrity. To these ends, Beverly Hills Unified School District provides dynamic and enriching educational opportunities, collaborative community partnerships, and challenging and supportive learning environments.

SCHOOL PROFILE

Located in the central region of the district's boundaries, Moreno High is situated on the Beverly Hills High School campus. During the 2013-14 school year, Moreno High served 13 students in grades 9-12. Student enrollment included 15.4% qualifying for Special Education, and 15.4% qualifying for English learner support and 15.4% enrolled in the free and reduced-price meal program. 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/Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African American	15.4%	Grade 9	
American Indian or Alaskan Native		Grade 10	
Asian	23.1%	Grade 11	4
Filipino		Grade 12	9
Hawaiian or Pacific Islander			
Hispanic or Latino	7.7%		
White (not Hispanic)	53.8%		
Two or More Races			
Total Enrollment			13

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the STAR Results and CAASPP charts; Academic Performance Index, including API chart; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

PARENT INVOLVEMENT

Parents are invited to volunteer their time, attend school events, or share in the decision-making process. Ms. Toby Spainhower and the staff at Moreno High maintain 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 Joseph Wianeki.

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. Parents provide input to Moreno High School with the School Site Council and through quarterly parent meetings regarding programs provided at Moreno High School.

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.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. 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/.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Moreno	
	High	BHUSD
Overall Performance	No	*
Participation Rate		
Language Arts	*	*
Math	*	*
Percent Proficient		
Language Arts	No	*
Math	No	*
Graduation Rate	NA	*
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	0/2	*
Number of Criteria Possible		

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

STANDARDIZED STATE ASSESSMENTS

Students at Moreno High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Moreno High School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only. During the 2013-14 school year, Moreno High School did not have any tenth grade students enrolled, therefore, no CAASPP results are shown.

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>.

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 STAR 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>.

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. 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/.

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. Due to its small population and unique demographics, Moreno High School participates in the Alternative School Accountability Model (ASAM) as its measurement tool.

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Moreno High			BHUSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts		27		80	80	79	54	56	55
Math				66	66	68	49	50	50
History				74	77	74	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

	Moreno High			BHUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English-Language Arts				81	80	36	56	57	56
Math				83	81	36	58	60	62

**California High School Exit Exam
Tenth Grade Results by Student Group
2013-14**

	English-Language Arts			Math		
	Percentage of Students:			Percentage of Students:		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
BHUSD						
All Students	22	26	53	18	40	42
Moreno High						
All Students						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

to determine schoolwide growth in academic proficiency. More information on the ASAM is provided in the following section of this report.

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 2013 administration of the fitness exam, there were no ninth grade students tested; therefore results are not disclosed in this report. District and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

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 2013-14, 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 PI Status
2014-15**

	Moreno High	BHUSD
	PI Status	Not in PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
# Schools Currently In PI		1
% Schools Currently In PI		17%

Note: Cells with N/A values do not require data. *DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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 classrooms with four attached mini-rooms and two counseling rooms.

Campus Description

Year Built	1927
Acreage	0
Bldg. Square Footage	3250
	Quantity
# 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 HS facility shared with Moreno HS

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.

MEASURE E BOND

In November 2008, the Beverly Hills community approved a \$334 million general obligation bond (Measure E) to facilitate modernization and safety-related upgrades of Beverly Hills Unified School District's elementary and high school facilities. Throughout the 2013-14 school year, seismic studies and conceptual design options were completed and renovations of existing facilities and construction of new facilities should begin in 2013-14.

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 and updated in March 2014, and shared with school staff in Fall 2014.

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; 15 full-time evening custodians, and two full-time groundskeepers are assigned to the Beverly Hills High School/Moreno High School campus. Custodial support staff and Moreno High's principal work closely to address routine maintenance needs, daily custodial duties, and preparation for special events. The principal and lead day custodian communicate as needed regarding campus cleaning needs and safety concerns. Every

morning before school begins, the custodian 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.

DEFERRED MAINTENANCE

During the 2013-14 school year, the Beverly Hills Unified School District did not receive any deferred maintenance funds from the State School Deferred Maintenance Program. The Program 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.

FACILITIES INSPECTIONS

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/Beverly Hills High School took place on December 10, 2014. 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.

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 towards 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 a 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 students' homes.

Suspensions and Expulsions									
	Moreno High			BHUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions (#)	1	3	4	185	157	84	366629	329370	279383
Expulsions (#)	0	0	0	2	3	1	9553	8266	6611

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

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.

DROPOUTS

Moreno High School had five dropouts recorded for the 2012-13 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. Students who demonstrate a strong desire to quit high school meet the lead teacher or counseling staff to discuss options and opportunities at the local community college and adult 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, 2012-13 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	Moreno High		
	10-11	11-12	12-13
Dropout Rate (%)	3.1	-	3.3
Graduation Rate (%)	0	-	95
	BHUSD		
	Dropout Rate (%)	3.1	5.5
Graduation Rate (%)	95.1	92.8	95.0
	CA		
	Dropout Rate (%)	14.4	13.1
Graduation Rate (%)	76.3	78.9	80.4

GRADUATES

To earn a diploma from the Beverly Hills Unified School District, students must earn 230 course credits, pass the CAHSEE exam, pass the Algebra I course, and complete a five-credit health class. Alternative methods of acquiring a diploma are available through the adult school or community college. The following table illustrates the percentage of students who graduated from Moreno High School having met both CAHSEE exam requirements and district graduation requirements.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: December 10, 2014	Good	Fair	Poor	Repair Needed and Action Taken or Planned
	Systems	✓		
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			Building H H103 - Window sills need painting/Ceiling tiles need replacing due to stains; Building H H105 - Ceiling tile stained due to roof
External	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

**Completion of High School Graduation Requirements
for the Graduation Class of:
2013**

	Moreno		
	High	BHUSD	CA
All Students	100%	91%	84%
African American	-	97%	75%
American Indian or Alaskan Native	-	66%	77%
Asian	100%	93%	92%
Filipino	-	100%	92%
Hispanic or Latino	50%	90%	80%
Hawaiian or Pacific Islander	-	100%	84%
White (not Hispanic)	100%	89%	90%
Two or More Races	-	100%	89%
Economically Disadvantaged	100%	100%	82%
English Learners	100%	50%	53%
Students with Disabilities	-	82%	60%

CLASS SIZE AND TEACHING LOADS

Due to the nature of the program, instruction is provided in three classrooms, each staffed with a certificated teacher. Throughout the day student attendance in each class fluctuates based upon each student's individual class schedule and academic needs. Students may concurrently enroll in Beverly Hills High School elective, college prep, and vocational education courses.

**Teaching Load Distribution
Departmentalized Instruction**

Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
2012-13				
English	3	3	0	0
Math	4	2	0	0
Science	2	2	0	0
History	3	4	0	0
2013-14				
English	3	3	0	0
Math	2	6	0	0
Science	3	2	0	0
History	1	4	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

CURRICULUM & INSTRUCTION

SCHOOL LEADERSHIP

Leadership at Moreno High is a responsibility shared among the Chief Academic Officer, the lead teacher, district staff, and Beverly Hills High School's leadership team. Dr. Jennifer Tedford is responsible for the day-to-day operations and the overall instructional program.

Dr. Jennifer Tedford collaborates with Beverly Hills High's school leadership as a resource for developing curricular programs, staff development activities, and improving student learning strategies. As needed and based upon the subject area, Dr. Tedford, 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.

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Beverly Hills Unified School District are aligned to the Common Core State Standards. Staff development concentrations are selected and identified based on the results of staff surveys, state assessment results, and administration/teacher input.

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
3	3	3

During the 2013-14 school year, Beverly Hills Unified School District offered three staff development days, which focused on common assessments and how best to utilize these assessments to monitor student progress (grades K-12). A portion of training activities were led by administrators and educational consultants at school sites and at articulation meetings held in various locations throughout the district. District-sponsored workshops offered during the 2013-14 school year included:

- Best Practices and Assessments
- Classroom Data Analysis
- Department Specific Collaboration
- FuelEd Worship
- Safety Training
- Smarter Balanced Training
- Strategies for Differentiation and Student Engagement Strategies
- Technology Training

A portion of staff development days were allocated to meet site-based needs in preparation for the upcoming WASC review. Once a month, the Schools Secondary Education Council works as a collaborative body to establish goals in the school site plan and WASC plan, conduct data analysis, and engage in self-study activities to improve delivery of course content.

Moreno High School offers professional development to support specific needs of both teachers and students. Training during the 2013-14 school year consisted of the following topics:

- Differentiated Instruction
- Data Analysis

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 and provides skills assistance over a two-year period. New Teacher Orientation is provided over a two-day period at the beginning of the school year for all teachers who are new to the Beverly Hills Unified School District; training sessions provide an overview of general policies and practices; curriculum and instruction; and technology based tools. The Peer Assistance and Review program is designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers.

New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Los Angeles County Office of Education. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives. The

district makes available technology training for classified staff; topics include general instruction on basic Microsoft Office and Outlook applications.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Beverly Hills Unified School District are aligned to the Common Core State Standards. 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 September 23, 2014, 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 #2014-2015-004 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 SARC's the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2014-15 school year, all students enrolled in a visual/performing arts class were provided with a textbook or supplemental materials to use in class and to take home. These materials are in alignment with the Common Core State Standards.

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the Common Core State Standards 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, and 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.

general admissions requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

CALIFORNIA STATE UNIVERSITY

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

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 2013-14 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, occupational-related tests, competitions, course-required projects, performance reports, cooperative learning observations, and on-the-job/classroom observation. Throughout the year, Moreno High invites local business and industry representatives share information and experiences about their occupations. During the 2013-14 school year, business, military, and culinary arts professionals sponsored special presentations for interested students.

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.

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.

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
1999	*	Harcourt - Adventures in American Literature	0%	9-12
1996	*	Scott Foresman - Literature and Integrated Studies	0%	9-12
1997	*	Heinle & Heinle - Voices in Literature	0%	9-12
2007	*	Holt - Mastering the California Standards in English, Language Arts (Courses 3 to 6)	0%	9-12
2007	*	Pearson AGS Globe - Exploring Literature, British Literature, American Literature, World Literature	0%	9-12
Math				
2000	*	Glencoe - Pre Algebra, Algebra	0%	9-12
2006	*	McDougal Littell - Algebra II	0%	9-12
2007	*	Glencoe - Basic Geometry	0%	9-12
2002	*	Glencoe - Geometry	0%	9-12
1996	*	Glencoe - Math Applications & Connections	0%	
Science				
2007	*	McDougal Littell - Biology	0%	9-12
1996	*	Glencoe - Life Science, Physical Science	0%	9-12
Social Science				
2007	*	Glencoe/McGraw Hill - American Government: Democracy in Action	0%	9-12
1999	*	Houghton Mifflin - The American Pageant	0%	9-12
2003	*	Pearson/Prentice Hall - Civics Participating in Government	0%	9-12
1994	*	Glencoe - Economics	0%	9-12
2006	*	AGS Publishing - US History (EL)	0%	9-12
1998	*	Prentice Hall - World History Connections to Today	0%	9-12
Foreign Language				
2004	*	Glencoe McGraw Hill - Spanish: Buen Viaje	0%	9-12
2004	*	Gozlan's Sefer Israel - Hebrew: Hebrew 1 Ivrit Esre	0%	9-12
2004	*	Gozlan's Sefer Israel - Hebrew 3-4 and 5-6 from Scratch	0%	9-12
2005	*	Pearson/Prentice Hall - Latin: Ecce Romani	0%	9-12
2004	*	Glencoe McGraw Hill - French: Bon Voyage	0%	9-12

The textbooks and instructional materials used by the school comply with the California Department of Education's (CDE) curriculum frameworks and content standards.

* CDE does not compile an approved adoptions list for 9-12 coursework.

Textbook information was obtained from district office personnel in January 2015.

Each student's curricular agenda is based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and coordinates specially-designed instruction based upon individual academic, social, and/or behavioral needs.

Students identified as English Learners (EL) are placed with a teacher who has been certified by the state to teach English learners. Teachers use differentiated instruction strategies throughout standard curriculum to convey course content and concepts. 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. Moreno High School offers only those courses required to earn a high school diploma. Student seeking college prep courses may concurrently enroll in Beverly Hills High School or the local community college for advanced coursework.

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

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.

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/>.

ROP/Vocational Education 2013-14	
Administration of Justice	
Advanced Film & Video Production	
Culinary Arts	
Entrepreneurship	
Hotel Management	
Intro to Marketing	
Intro to TV & Radio	
Psychology / Teen Line	
Psychology Careers	
Retail Marketing	
Robotics	
Sports Marketing	
Sports Medicine	
Teachers Assistant	
TV Production	
Virtual Business	
Career Pathways 2013-14	
Arts AV Technology & Communications	
Business Financial Management	
Design/Preconstruction	
Food & Hospitality Services	
Professional Sales & Marketing	
Programming & Systems Development	
Therapeutic Services	

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Moreno High recruits and employs the most qualified credentialed teachers. For the 2013-14 school year, the school employed one fully credentialed teacher. 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 and Assignments			
	Moreno High		
	12-13	13-14	14-15
Total Teachers	1	1	3
Teachers with Full Credential	1	1	3
Teachers without Full Credential	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0
	BHUSD		
	12-13	13-14	14-15
Total Teachers	282	282	296
Teachers with Full Credential	282	282	295
Teachers without Full Credential	0	0	1
Teachers Teaching Outside Subject Area (with full credential)	0	0	0
Teacher Misassignments for English Learners	3	4	7
Total Teacher Misassignments*	7	9	9
Teacher Vacancies	2	2	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2013-14	
Moreno High	100.0%	
District Totals		
All Schools	100.0%	
High-Poverty Schools	-	-
Low-Poverty Schools	100.0%	

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

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 lead teacher who has been trained and certified for competency to perform teacher 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.

Counselors and Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Psychologist	As Needed	
School Nurse	As Needed	
Counselor	As Needed	
Average Number of Students per Academic Counselor		44

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

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.

SARC DATA & INTERNET 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

Number of Computers Available: 22

Printers Available: Yes

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.

EXPENDITURES PER STUDENT

For the 2012-13 school year, Beverly Hills Unified School District spent an average of \$12,166 of total general funds to educate each student (based on 2012-13 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.)

Salary Comparison 2012-13		
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,631	38,920
Mid-Range Teacher Salary	72,110	59,803
Highest Teacher Salary	85,530	78,096
Average Principal Salaries:		
Elementary School	124,577	95,836
High School	135,750	107,599
Superintendent Salary	231,668	151,912
Percentage of Budget For:		
Teacher Salaries	40	37
Administrative Salaries	5	6

For detailed information on salaries, see the CDE *Certificated Salaries & Benefits Web page* at <http://www.cde.ca.gov/ds/fd/cs/>.

Current Expense of Education Per Pupil

2012-13

Expenditures Per Pupil	Dollars Spent Per Student				
	Moreno High	BHUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	10,933	N/A	N/A	N/A	N/A
Restricted (Supplemental)	0	N/A	N/A	N/A	N/A
Unrestricted (Basic)	10,933	6,802	160.7%	4,690	233.1%
Average Teacher Salary	78,133	68,436	96.5%	63,037	123.9%

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Adult Education
- Class Size Reduction, Grades K-3 (Optional)
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, IV
- Tobacco-Use Prevention Education
- Vocational Programs