



Beverly Hills Unified School District
 CREATING A WORLD CLASS EDUCATION
BEVERLY HILLS HIGH SCHOOL • HORACE MANN • BEVERLY Vista • HUNTINGTON • EL NIDO

MORENO High School

2016-17 Annual School Accountability Report Card

A Report of 2016-17 Activity Published in January 2018

Moreno High School Grades 9-12

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Contents

Principal's Message
 District & School Profile
 Local Control Accountability Plan (LCAP)
 Parent Involvement
 Student Achievement
 School Facilities & Safety
 Classroom Environment
 Curriculum & Instruction
 Professional Staff
 College Preparation & Work Readiness
 District Expenditures
 SARC Data & Access

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 data was acquired in November 2017 and the school facilities documentation referred to in this report were acquired in February 2018.

INTRODUCTORY MESSAGE

Moreno High School continues its outstanding record of excellence. Our academic programs in core subject areas remains strong, including individualized counseling for post-secondary preparation and opportunities. 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 promote student success. Our teachers meet regularly to coordinate curriculum planning and implementation. We also offer counseling services to provide students with additional post-secondary guidance and overall life skills. Consistency, rigor and individualized support define the Moreno High School program. The goals for Moreno staff are to provide enriched, challenging, and real-life instruction to prepare all students for college or career. We welcome parents and community members to participate as partners in the success of our students.

We believe Moreno High School is truly an exceptional place for students to learn and prepare for the future.

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 4,000 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 2016-17 school year, Moreno High generally serves up to 11 students in grades 9-12. Student enrollment includes English Learners, Special Education, and students who qualify for 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.

Student Enrollment by Subgroup/Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African American		Grade 9	
American Indian or Alaskan Native		Grade 10	
Asian	9.1%	Grade 11	4
Filipino		Grade 12	7
Hawaiian or Pacific Islander			
Hispanic or Latino	27.3%		
White (not Hispanic)	63.6%		
Two or More Races			
Socioeconomically Disadvantaged	18.2%		
English Learners			
Students with Disabilities	9.1%		
Migrant Education		Total	
Foster Youth		Enrollment	11

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

PARENT INVOLVEMENT

Parents are invited to volunteer their time, attend school events, or share in the decision-making process. 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 Ms. Loren Newman, Lead Teacher at Moreno HS.

School-to-home communication takes place through direct contact among parents, Jupiter Grades, 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 through regular meetings with teachers, including the Lead Teacher.

STUDENT ACHIEVEMENT

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the States Standards						
	Moreno High		BHUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (Grade 10)	-	-	83	84	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown 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. The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grade Eleven						
Percentage of Students Meeting or Exceeding the State Standards						
	Moreno High		BHUSD		CA	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy	-	-	77	75	48	48
Mathematics	-	-	64	65	36	37

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. An asterisk (*) appears in the table when the number of students tested is ten or less.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 11)

2016-17

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students Tested	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-
African American	-	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-	-
White (not Hispanic)	-	-	-	-	-	-	-	-
Socioeconomically Disadvantaged	-	-	-	-	-	-	-	-

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. An asterisk (*) appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

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 2016-17 school year, there were no ninth grade students tested at the time the physical fitness test was administered; 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/pfi/>.

FEDERAL INTERVENTION PROGRAM

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, 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 2016-17, Moreno High School did not participate in the Title I program and is therefore not subject to comply with Title I program requirements.

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. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program

2017-18

	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
# Schools Currently In PI		N/A
% Schools Currently In PI		N/A

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

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.

Original school buildings occupied by Moreno High were constructed in 1927. In the fall of 2016, Moreno High School was moved to four portable classrooms on the upper end of the Beverly Hills High School campus. Portable classrooms are equipped with standard classroom equipment, including a computer lab.

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. During the 2015-16 school year, the design development phase was completed for the renovation project, including approval of initial construction estimates, and the construction document drawing packages along with interim house packages were submitted to the Division of State Architects (DSA) for approval. Moreno High School is still in the design phase of placement on the Beverly Hills High School campus.

Campus Description	
Year Built	1927
Acreage	0
Bldg. Square Footage	3250
	Quantity
# of Permanent Classrooms	0
# of Portable Classrooms	4
# of Restrooms (student use)	1
Library	1*
Multipurpose Room	1*
Staff Lounge	1*
Teacher Work Room	1*

*Beverly Hills HS facility shared with Moreno HS

Measure E Construction Activities - Project Status as of 1/18/18

- Completed and accepted the Athletic Field Turf Replacement Project
- Cancelled DSA Review of Building A
- Constructability Review Underway for B1 / B2
- Development of Addendum for B1 / B2
- Conducted RFQ for Lease-Lease Back GMAX Contractor and Selected ProWest PCI Inc. for B1 / B2
- Building B3 in DSA Review
- Building B4 (Salter Theater Building) Submitted to DSA on 11/15/2017
- Alterations to Site Design for Accessibility Upgrades Submitted to DSA on 11/27/2017

School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: January 30, 2018				
Systems	✓			STC3-311 Classroom - HVAC problem-warm air
Interior Surfaces		✓		A-191 Classroom - Paint wall; A-193 Drafting Room, A2-250 Foreign Language, A2-252 Art Studio, A2-255 Photography, A2-267 Work Room, A2-267B Office, A2-269A Work Room, A2-277 Classroom, A2-279 English, A2-296 Classroom, A3-388 Faculty Lounge & STC1-122 Education Development Center - Replace ceiling tiles; A-194 Woodshop - Need walls painted; A2-253 Journalism, A2-280C Office, A2-281A Office, A2-285B Office, A2-288A Office, A3-359 Sewing Classroom, A3-359A Dressing, A3-361 Classroom, A3-361C Laundry Room, E-619D Vest., E-621E Locker Room, E1-617D Uniform Room, H Basement-H-10 Weight Room, STC1-122 Education Development Center, STC2-204 Biology & STC3-311 Classroom - Paint walls; A2-253A Office, A2-253B Office, & A2-253C Storage - Paint Walls and replace ceiling tiles; A2-286 Classroom - Replace flooring; A2-293A Conference Room & A3-390 Mechanical Electrical Room - Needs paint; B1-172 Classroom & B1-174 Classroom - Flooring repairs; B1-180 Little Theatre Lecture - Replace carpet; STC1-105 Classroom & STC1-116 Classroom - Walls need paint; STC2-211 Classroom - Need walls painted on lower arches; STC2-215 Classroom & STC2-216 Classroom - Need paint on walls; STC3-312 Classroom, STC3-315 Classroom, STC3-316 Classroom, STC4-411 Classroom & STC4-412 Classroom - Need walls painted
Cleanliness	✓			
Electrical		✓		A2-259 Adult Education/Art - Need light bulbs; A2-269 Work Room - Deficiency noted; A2-275 Classroom, A3-363 Lounge, A3-388 Faculty Lounge & STC4-407 Physics - Replace ballast; A2-279 English, A2-285B Office, A2-288A Office, A3-361 Classroom, A3-373 English, E-621J Vest., E-622 Vest., STC4-415 Classroom & STC4-416 Classroom - Replace light bulbs; A3-384 Classroom - Replace ballast and light bulbs; STC4-402 Chemistry, STC4-404 Chemistry, STC4-405 Physics & STC4-407 Physics - Missing light bulbs
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			A3-369 Classroom - Replace window blinds

Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary		✓		

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.

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 January 30, 2018. 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.

The School Facilities & Safety section of the SARC is based on the Office of Public School Construction (OPSC) Facility Inspection Tool (FIT). The FIT uses specific criteria for a visual inspection, and is not based on exhaustive structural analyses. Under the FIT criteria, all buildings have been rated as either "Good" or "Fair," except three spaces that have already been closed down pending planned upgrades.

Through structural analyses, 14 buildings/spaces have been identified as eligible for State matching funds for seismic mitigation (SMP). Nine of these are being completed under Measure E, with the remaining five to be completed under a future bond. See table below for status of all buildings.

In addition to the buildings eligible for SMP, other buildings are being either modernized or replaced under Measure E, or a future bond. See table below for status of all buildings.

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 Beverly Hills High School's safety plan, which include 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 2017, and shared with school staff in Fall 2017.

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.

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 *John Wooden Pyramid of Success*, including the foundational blocks for good character.

During the initial intake meeting for every Moreno student, 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions	14.80%	6.90%	0.00%	2.20%	2.30%	3.50%	3.80%	3.70%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.00%	0.05%	0.09%	0.09%	0.09%

ENRICHMENT ACTIVITIES

Students are encouraged to concurrently enroll in extension classes at UCLA, Santa Monica College, and other 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 no dropouts recorded for the 2015-16 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.

Dropout and Graduation Rates (Four-Year Cohort Rate)

	Moreno High		
	13-14	14-15	15-16
Dropout Rate (%)	-	2.9	0
Graduation Rate (%)	-	92.53	100
BHUSD			
Dropout Rate (%)	3	2.9	0.8
Graduation Rate (%)	92.6	92.5	98.3
CA			
Dropout Rate (%)	11.6	10.7	9.7
Graduation Rate (%)	80.8	82.3	83.8

In the following Dropout & Graduation Rates table, 2015-16 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/>.

GRADUATES

To earn a diploma from the Beverly Hills Unified School District, students must earn 230 course credits, pass the Algebra I course, and complete a five-credit Senior Plan. 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 the district graduation requirements.

Completion of High School Graduation Requirements Graduating Class of 2016			
	Moreno	BHUSD	CA
	High		
All Students	100%	96%	87%
African American	0%	91%	79%
American Indian or Alaskan Native	0%	0%	80%
Asian	0%	99%	94%
Filipino	0%	100%	94%
Hispanic or Latino	0%	85%	85%
Hawaiian or Pacific Islander	0%	100%	87%
White (not Hispanic)	100%	97%	91%
Two or More Races	0%	100%	91%
Socioeconomically Disadvantaged	0%	98%	86%
English Learners	0%	57%	55%
Students with Disabilities	0%	76%	64%
Migrant Education	-	-	-
Foster Youth	-	-	-

Teaching Load Distribution Departmentalized Instruction				
2014-15				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	7	3	0	0
Math	6	3	0	0
Science	6	2	0	0
History	6	4	0	0
2015-16				
English	3	3	0	0
Math	3	3	0	0
Science	1	1	0	0
History	2	4	0	0
2016-17				
English	3	3	0	0
Math	3	5	0	0
Science	3	2	0	0
History	3	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.

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.

CURRICULUM & INSTRUCTION

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Beverly Hills Unified School District are currently being aligned to the California 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 adoption cycle for core content materials and 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 26, 2017, 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 #2017-2018-006 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 2017-18 school year, all students enrolled in elective classes were provided with a textbook or supplemental materials to use in class and to take home. These materials are in alignment with the California State Standards.

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 & Adventure in English 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, Rinehart & Winston - 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

SCHOOL LEADERSHIP

Leadership at Moreno High is a responsibility shared among the Assistant Superintendent of Educational Services and the Lead Teacher. Mr. Dustin Seemann, Assistant Superintendent of Educational Services, is responsible for the day-to-day operations and the overall instructional program.

Mr. Dustin Seemann 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, Mr. Seemann, Ms. Newman, and school staff meet with Beverly Hills High School's department and leadership team representatives to share ideas, classroom strategies, and curricular goals.

STAFF DEVELOPMENT

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

During the 2016-17 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 2016-17 school year included:

- Instructional Training
- Mandated Reporter Training
- Technology Training
- WASC

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 2016-17 school year consisted of the following topics:

- Differentiated Instruction
- Data Analysis
- Technology Training

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.

Staff Development Days Three-Year Trend

2014-15	2015-16	2016-17
3	3	2

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.

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 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 2016-17 school year. Students are encouraged to concurrently enroll in nearby community colleges for more advanced coursework.

WORKFORCE PREPARATION

Students in grades ten 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 2016-17 school year, business, military, and culinary arts professionals sponsored special presentations for interested students.

Beginning with the 2017-18 school year, students participate in service learning to explore postsecondary career options.

Career Technical Education 2016-17

Advanced Film & Video Production
Culinary Arts
Entrepreneurship
Intro to Marketing
Intro to TV & Radio
Medical Science Academy
Retail Marketing
Robotics
Sports Marketing
Sports Medicine
Teachers Assistant
TV Production

Career Pathways 2016-17

Arts AV Technology & Communications
Business Financial Management
Design/Preconstruction
Food & Hospitality Services
Professional Sales & Marketing
Programming & Systems Development
Therapeutic Services

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

During the 2016-17 school year, Moreno High School had three teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials and Assignments			
	Moreno High		
	15-16	16-17	17-18
Total Teachers	3	3	6
Teachers with Full Credential	3	3	6
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		
	15-16	16-17	17-18
Total Teachers	309	290	287
Teachers with Full Credential	309	290	287
Teachers without Full Credential	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0
Teacher Misassignments for English Learners	1	1	2
Total Teacher Misassignments*	3	6	3
Teacher Vacancies	0	4	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.

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 the 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) 2016-17		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Psychologist	As Needed	
School Nurse	As Needed	
Counselor	As Needed	

*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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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 2015-16 school year, Beverly Hills Unified School District spent an average of \$15,353 of total general funds to educate each student (based on 2015-16 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.)

Teacher and Administrative Salaries 2015-16		
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	51,230	44,144
Mid-Range Teacher Salary	80,958	69,119
Highest Teacher Salary	98,626	86,005
Average Principal Salaries:		
Elementary School	141,450	106,785
High School	170,000	121,395
Superintendent Salary	249,000	178,104
Percentage of Budget For:		
Teacher Salaries	40	34
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/>.

Expenditures Per Pupil and School Site Teachers Salaries 2015-16

Expenditures Per Pupil	Dollars Spent Per Student		State Average		
	Moreno High	BHUSD	% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	1,349	N/A	N/A	N/A	N/A
Restricted (Supplemental)	293	N/A	N/A	N/A	N/A
Unrestricted (Basic)	1,057	8,221	12.9%	6,574	16.1%
Average Teacher Salary	71,234	72,423	110.3%	69,649	102.3%

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 2015-16 school year, the district received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally Defined
- Special Education
- State Lottery
- Teacher Recruitment/Incentives
- Title I, II, III
- Vocational Programs