

Beverly Hills Unified School District



BEVERLY HILLS
UNIFIED SCHOOL DISTRICT
EDUCATION REIMAGINED



Moreno High School

Grades 9-12

Loren Newman, Coordinator
255 S. Lasky Drive
Beverly Hills, CA 90212
(310) 551-5100 ext. 8100

Board of Education

Rachelle Marcus
Tristen Walker-Shuman
Mary Wells
Noah Margo
Dr. Amanda Stern
Yoni Kashanian

District Administration

Dr. Michael Bregy
Superintendent

J. Wade Roach
Assistant Superintendent,
Business Services

Dustin Seemann
Assistant Superintendent,
Education Services

Laura Chism
Assistant Superintendent,
Student Services

Dr. Matt Horvath
Assistant Superintendent,
Personnel Services

Contents

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

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites in March 2020 for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

2019-20 Annual School Accountability Report Card

A Report of 2019-20 Activity Published in January 2021

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 Description

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 three elementary schools, one middle school, one comprehensive high school, and one continuation high school.

District Mission

In a safe and supportive community, BHUSD will deliver a rigorous and enriching quality education, and prepare all students to thrive as productive citizens in a complex, changing world.

All students will be inspired to act with integrity and realize their academic potential while achieving college and career readiness.

School Description

Located in the central region of the district's boundaries, Moreno High is located in the offices of the Beverly Hills Unified School District. During the 2019-20 school year, Moreno High generally serves up to 17 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.

Local Control Accountability Plan (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. 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) for students with the most significant cognitive disabilities; and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

California Assessment of Student Performance and Progress Test Results in Science All Students

Percentage of Students Meeting or Exceeding the State Standards

	Moreno High		BHUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
Science (Grades 5, 8, & 10)	-	N/A	46	N/A	30	N/A

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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	
	18-19	19-20	18-19	19-20	18-19	19-20
English-Language Arts/Literacy	0	N/A	75	N/A	48	N/A
Mathematics	0	N/A	65	N/A	37	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative 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 (i.e., achieved Level 3 Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 11) 2019-20

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 meet with Ms. Newman, Coordinator, at their intake meeting and then each semester they attend the school. 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, Coordinator at Moreno HS.

School-to-home communication takes place through direct contact among parents, Jupiter Grades, the school's coordinator, 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 coordinator.

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 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 2019-20 school year, no test was given due to the COVID-19 pandemic. Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-20 school year.

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 at the offices of the Beverly Unified School District. Moreno High facilities are comprised of two main classrooms and one counseling room.

Measure BH Bond

In June 2019, the Beverly Hills community approved a \$385 million general obligation bond (Measure BH) to continue the modernization and safety-related upgrades of Beverly Hills Unified School District's elementary, middle and high school facilities that began as a result of Measure E. This bond will finish out the work identified in that bond project and allow the opportunity to start new work that the Measure E bond was unable to fund.

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. There are no projects to report for the 2019-20 school years for Moreno High School.

Facilities Inspections

There is no facility inspection report for 2020-21 as Moreno High School's classes are currently being housed in facilities at the district office.

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 2020, and shared with school staff in Fall 2020.

Suspensions and Expulsions

	Moreno High			BHUSD			CA		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Suspensions	3.30%	12.00%	0.00%	3.90%	4.40%	3.14%	3.50%	3.50%	-
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.00%	0.08%	0.10%	-

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

Facilities Maintenance

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 a custodian or district maintenance staff; general requests are typically addressed within two weeks.

Campus facilities are cleaned daily by the same staff who clean the Beverly Hills Unified School district offices. 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 communicates as needed regarding cleaning needs and safety concerns.

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 coordinator, 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. Moreno High School will continue the implementation of the Positive Behavior Intervention & Support (PBIS) system in the 2019-20 school year.

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 coordinator and teachers. Throughout the year, students are reminded as needed to conduct themselves in a responsible, respectful manner.

All of Moreno High's students 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 coordinator; 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.

Enrichment Activities

Students are encouraged to concurrently enroll in extension classes at UCLA, Santa Monica College, and other nearby community colleges. 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 & Graduates

There was no specific number of dropouts recorded for Moreno High School in the 2018-19 school year as there was less than 10 students involved and this number is not disclosed to protect student privacy. 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 coordinator 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.

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.

Dropout and Graduation Rates (Four-Year Cohort Rate)

	Moreno High		
	16-17	17-18	18-19
Dropout Rate (%)	5.3	11.8	5.6
Graduation Rate (%)	89.5	88.2	94.4
	BHUSD		
	16-17	17-18	18-19
Dropout Rate (%)	1	1.5	2.1
Graduation Rate (%)	94.9	-	92.2
	CA		
	16-17	17-18	18-19
Dropout Rate (%)	9.1	9.6	9
Graduation Rate (%)	82.7	-	84.5

Note: For the formula to calculate the 2016-17 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
1999	*	Harcourt - Adventures in American Literature & Adventure in English Literature	0%
1996	*	Scott Foresman - Literature and Integrated Studies	0%
1997	*	Heinle & Heinle - Voices in Literature	0%
2007	*	Holt, Rinehart & Winston - Mastering the California Standards in English, Language Arts (Courses 3 to 6)	0%
2007	*	Pearson AGS Globe - Exploring Literature, British Literature, American Literature, World Literature	0%
Math			
2000	*	Glencoe - Pre Algebra, Algebra	0%
2006	*	McDougal Littell - Algebra II	0%
2007	*	Glencoe - Basic Geometry	0%
2002	*	Glencoe - Geometry	0%
1996	*	Glencoe - Math Applications & Connections	0%
Science			
2007	*	McDougal Littell - Biology	0%
1996	*	Glencoe - Life Science, Physical Science	0%
Social Science			
2007	*	Glencoe/McGraw Hill - American Government: Democracy in Action	0%
1999	*	Houghton Mifflin - The American Pageant	0%
2003	*	Pearson/Prentice Hall - Civics Participating in Government	0%
1994	*	Glencoe - Economics	0%
2006	*	AGS Publishing - US History (EL)	0%
1998	*	Prentice Hall - World History Connections to Today	0%

In the adjacent Dropout & Graduation Rates table, 2018-19 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/>.

Class Size

Due to the nature of the program, instruction is provided in four 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.

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 22, 2020, 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 #2020-2021-013 which certifies as required by

Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district 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 2020-21 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.

School Leadership

Leadership at Moreno High is a responsibility shared among the Assistant Superintendent of Educational Services and Moreno High School's Coordinator, Loren Newman. 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.

Moreno High School offers professional development to support specific needs of both teachers and students. Training during the 2019-20 school year consisted of the following topics:

- Differentiated Instruction
- Data Analysis
- Online Instruction
- Technology Training

During the 2018-19, 2019-20, and 2020-21 school years, Beverly Hills Unified School District offered professional 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 included the following topics:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2018-19	3 days
• The Basics of Mindfulness for Self-Care and Stress Management • Social & Emotional Learning • Cognitive Guided Instruction • Google Basics & Learning Management System	
2019-20	3 days
• Aeries Gradebook / Communications • Google Classroom / G-Suite • Positive Behavior Intervention & Supports (PBIS)	
2020-21	3 days
• Aeries Gradebook / Communications • Goalbook Pathway & Goalbook Toolkit • Google Classroom / G-Suite • Instructional Technology: Kami, Screencastify, Flocabulary, Nearpod, Listenwise, and SeeSaw • Positive Behavior Intervention & Supports (PBIS) • Zoom	

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.

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. California Teacher Induction Program (CTIP), 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.

College Preparations & Career 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.

Enrollment in and Completion of UC/CSU-Required Courses 2018-19

	%
Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	--
Graduates Who Completed All Courses Required for UC/CSU Admission	--

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. Moreno High School did not offer any advanced placement courses during the 2019-20 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. Moreno High School works closely with the Santa Monica College counselor who meets with students regarding concurrent or post-secondary enrollment in Santa

Monica College. 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 2019-20 school year, business, military, and culinary arts professionals sponsored special presentations for interested students. Students participate in service learning to explore postsecondary career options. All Moreno High School students participate in Career Day which is held each year at Beverly Hills High School.

Professional Staff

Teacher Assignment

During the 2019-20 school year, Moreno High School had six 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.

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 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 on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Moreno High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Disclosure

The statistical information disclosed in this report is 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. Data to prepare the instructional materials sections was acquired in October 2020 and the school facilities section was acquired in December 2020.

Teacher Credentials and Assignments

	Moreno High		
	18-19	19-20	20-21
Total Teachers	3	6	19
Teachers with Full Credential	3	6	19
Teachers without Full Credential	0	0	0
Teaching Outside Subject Area (with full credential)	0	0	0
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0
	BHUSD		
	18-19	19-20	20-21
Total Teachers	272	259	260
Teachers with Full Credential	272	259	260
Teachers without Full Credential	0	0	0
Teaching Outside Subject Area (with full credential)	0	0	0
Misassignments of Teachers of English Learners	1	2	1
Total Teacher Misassignments*	8	12	3
Teacher Vacancies	0	2	0

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.

Academic Counselors and Other Support Staff 2019-20

	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.

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 2018-19 school year, Beverly Hills Unified School District spent an average of \$19,759 of total general funds to educate each student (based on 2018-19 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 2018-19

	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	57,113	47,145
Mid-Range Teacher Salary	90,255	74,952
Highest Teacher Salary	109,125	96,092
Average Principal Salaries:		
Elementary School	153,180	116,716
Middle School		120,813
High School	176,222	131,905
Superintendent Salary	290,139	192,565
Percentage of Budget For:		
Teacher Salaries	35	31
Administrative Salaries	6	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 2018-19

Dollars Spent Per Student					
Expenditures Per Pupil	Moreno High	BHUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	21,546	N/A	N/A	N/A	N/A
Restricted (Supplemental)	0	N/A	N/A	N/A	N/A
Unrestricted (Basic)	21,546	10,190	211.4%	7,750	278.0%
Average Teacher Salary	74,090	96,651	102.8%	75,706	97.9%

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 2018-19 school year, the district received categorical, special education, and support programs, including but not limited to:

- Career & Technical Education Program
- Career Technical Education Incentive Grant Program
- Classified School Employee Professional Development Block Grant
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Low-Performing Students Block Grant
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Tobacco-Use Prevention Education