

Beverly Hills Unified School District



BEVERLY HILLS
UNIFIED SCHOOL DISTRICT
EDUCATION REIMAGINED



Moreno High School

Grades 10-12

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21 and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

2020-21 Annual School Accountability Report Card

A Report of 2020-21 Activity Published in January 2022

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 3,200 students in grades transitional 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 2020-21 school year, Moreno High generally serves up to 10 students in grades 10-12. Student enrollment includes English Learners 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

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	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	--	N/A	44.56	N/A	28.72

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy	N/A	N/A	N/A	73.43	N/A	49.01
Mathematics	N/A	N/A	N/A	57.18	N/A	33.76

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

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

2020-21

	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	--	--	--	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--	--	--	--
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
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	--	--	--	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--	--	--	--
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	--	--	--	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	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: N/T values indicate this school did not test students using the CAASPP for ELA.

Double dashes (--) appear in the table when the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: At or above grade-level standard in the context of the local assessment administered

Double dashes (--) appear in this table when the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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, APEX, 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 2020-21 school year, no test was given due to the COVID-19 pandemic.

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 2nd floor of the Annex Building at the offices of the Beverly Unified School District. Moreno High facilities are comprised of two main classrooms and one counseling room.

Measure E & Measure BH Bonds

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. 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.

There are no projects to report for the 2020-21 school years for Moreno High School.

Facilities Inspections

There is no facility inspection report for 2021-22 as Moreno High School's classes are currently being housed in facilities at the district office.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A
Asian	--	--	--	--	--
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	--	--	--	--	--

Suspensions and Expulsions

	Moreno High			BHUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	12.00%	0.00%	0.00%	4.40%	3.14%	0.79%	3.50%	2.50%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.00%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions & Expulsions by Student Group (2020-21)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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 and shared with school staff in Fall 2021.

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 continued the implementation of the Positive Behavior Intervention & Support (PBIS) system in the 2020-21 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.

Chronic Absenteeism by Student Group (2020-21)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	14	14	3	21.4
Female	6	6	2	33.3
Male	8	8	1	12.5
American Indian or Alaska Native	1	1	0	0
Asian				
Black or African American				
Filipino				
Hispanic or Latino	3	3	1	33.3
Native Hawaiian or Pacific Islander				
Two or More Races	1	1	1	100
White	9	9	1	11.1
English Learners	3	3	0	0
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	6	6	1	16.7
Students Receiving Migrant Education Services				
Students with Disabilities	1	1	0	0

Graduation Rate by Student Group (Four-Year Cohort Rate) (2020-21)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander			
Two or More Races			
White	--	--	--
English Learners	--	--	--
Foster Youth			
Homeless			
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services			
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Santa Monica College, West LA 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.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for the Moreno High School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Dropouts & Graduates

Moreno High School's 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.

In the Dropout & Graduation Rates table in this report, 2019-20 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		
	17-18	18-19	19-20
Dropout Rate (%)	11.8	5.6	*
Graduation Rate (%)	88.2	94.4	*
	BHUSD		
Dropout Rate (%)	2.1	0.9	3.2
Graduation Rate (%)	92.2	96.0	89.0
	CA		
Dropout Rate (%)	9	8.9	9.4
Graduation Rate (%)	84.5	84.2	83.6

Class Size

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

Moreno High School is also the location of the district's Independent Learning Center (ILC) that employs four teachers with students attending class 15 hours per week.

Average Class Size and Class Size Distribution				
2018-19				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	4	2	0	0
Math	2	3	0	0
Science	4	1	0	0
Social Science	5	4	0	0
2019-20				
English	0	0	0	0
Math	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0
2020-21				
English	2	9	0	0
Math	1	12	0	0
Science	1	6	0	0
Social Science	1	15	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

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 2020-21 school year consisted of the following topics:

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

During the 2019-20, 2020-21, and 2021-22 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 TK-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.

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 25, 2021, 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 #2021-2022-005 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 2021-22 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.

Textbooks			Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Year Adopted	From Most Recent State Adoption?	Publisher and Series	
Reading/Language Arts			
1996	*	Harcourt Brace Jovanovich, Inc. - Adventures in American Literature	0%
1996	*	Harcourt Brace Jovanovich, Inc. - Adventures in English Literature	0%
2006	*	Prestwick House - Vocabulary Power Plus for the New SAT	0%
2007	*	Holt, Rinehart & Winston - Mastering the California Standards in English, Language Arts (Courses 3 to 6)	0%
1996	*	Harcourt Brace Jovanovich, Inc. - Warriner's English Grammar & Composition	0%
Math			
1999	*	Scott Foresman Addison Wesley - Calculus, Graphical, Numerical, Algebraic	0%
2021	*	Pearson - Algebra & Trigonometry	0%
2015	*	Pearson - California Algebra 1 Common Core	0%
2019	*	McGraw Hill - Geometry	0%
1999	*	Scott Foresman, Addison Wesley - Functions, Statistics & Trigonometry	0%
2011	*	Pearson - PreCalculus, Blitzer	0%
2007	*	Glencoe - Math Matters 2	0%
2009	*	W.H. Freeman - The Practice of Statistics	0%
2009	*	Pearson-Addison Wesley - Pre-Calculus: Graphical, Numerical, Algebraic	0%
2018	*	BFW Publishers - Statistics and Probability with Applications	0%
Science			
2008	*	McDougal Littell - Biology	0%
2005	*	Holt, Rinehart & Winston - Lifetime Health	0%
2008	*	Pearson - Biology, AP Edition	0%
2012	*	EMC - Biotechnology: Science for the New Millennium	0%
2005	*	Thomson - Chemistry Principles and Reactions (AP)	0%
2008	*	Prentice Hall - Chemistry	0%
1999	*	Addison Wesley - Conceptual Physics	0%
2011	*	Holt McDougal - Earth Science	0%
2021	*	Pearson - Medical Immerse Yourself Language	0%
2011	*	McGraw - Good Earth: Introduction to Earth Science	0%
2001	*	Brooks/Cole, Thomson Learning - Living in the Environment	0%
2001	*	Thomson Learning - Physics for Scientists and Engineers	0%
1996	*	Glencoe-McGraw Hill - Merrill Physical Science	0%
2005	*	JW Wiley - Introduction to the Human Body	0%
Social Science			
2009	*	Glencoe/McGraw Hill - United States Government: Democracy in Action	0%
2016	*	Cengage Learning - Introduction to Comparative Politics	0%
2016	*	Cengage Learning - A History of Europe in the Modern World	0%
2016	*	Cengage Learning - American Government, Institutions and Policies	0%
2016	*	Cengage Learning - The American Pageant, AP Edition	0%
2006	*	Glencoe-McGraw Hill - Economics	0%
2006	*	AGS Publishing - US History (EL)	0%
2002	*	AGS Publishing - World History (EL)	0%
2019	*	Pearson - The Cultural Landscape: An Introduction to Human Geography	0%
2007	*	McDougal Littell - Americans Reconstruction to the 21st Century	0%
2021	*	Pearson - The Cultural Landscape	0%
2014	*	Bedford, Freeman & Worth - Myers' Psychology	0%
2019	*	BFW Publishers - Thinking About Psychology: The Science of Mind and Behavior	0%
2008	*	McDougal Littell - Modern World History	0%
1998	*	Stack-Vaughn - World History and You (EL)	0%
1999	*	Stack-Vaughn - World Geography and You (EL)	0%
Foreign Language			
2013	*	Holt McDougal Houghton Mifflin - Discovery French Today (1, Bleu; 2, Blanc; 3, Rouge)	0%
2013	*	Vista Higher Learning - Themes AP French Language and Culture	0%
2021	*	Hebrew College Publication - Besol Ha-Ivrit Bishvil Ha-Ivrit	0%
1996	*	Heinle & Heinle Publishers - Connaissances Et Reactions	0%
2013	*	Holt McDougal Houghton Mifflin Harcourt - Avancemos Spanish 1; Avancemos Spanish 2; Avancemos Spanish 3; Avancemos Spanish 4	0%
2005	*	Glencoe McGraw-Hill - Tresors Du Temps	0%
1996	*	Longman - Line Fois Pour Toutes Line Revision	0%

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 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/>.

Enrollment in and Completion of UC/CSU-Required Courses 2019-20

	%
2020-21 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	100
2019-20 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 2020-21 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 2020-21 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.

Career Technical Education Program Participation 2020-21

Total Number of Students Participating in CTE Programs	6
Percentage of Students Completing a CTE Program and Earning a High School Diploma	0.0%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	25

Professional Staff

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.

Academic Counselors and Other Support Staff 2020-21

	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.

Teacher Preparation and Credentials

The charts below identify the number of teachers at the Moreno High School, the Beverly Hills Unified School District, and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Moreno High School's information related to 1) the number of teachers on permits and waivers; 2) the number misassigned, 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teacher.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2020-21)	Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0.8
Total Out-of-Field Teachers	0.8

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

Teacher Preparation and Placement / Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.5	37.9	186.9	80.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0	0	0	0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	8	3.5	112316.7	4.1
Unknown	0.8	61.4	4.4	1.9	12115.8	4.4
Unknown	0	0	32.1	13.9	18854.3	6.9
Total Teaching Positions	1.4	100	231.4	100	274759.1	100

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 2019-20 school year, Beverly Hills Unified School District spent an average of \$22,081 of total general funds to educate each student (based on 2019-20 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 2019-20		
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	59,866	48,119
Mid-Range Teacher Salary	94,605	74,665
Highest Teacher Salary	114,385	98,160
Average Principal Salaries:		
Elementary School	151,926	118,542
Middle School	175,886	125,068
High School	189,794	133,516
Superintendent Salary	290,139	194,199
Percentage of Budget For:		
Teacher Salaries	32	31
Administrative Salaries	7	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 2019-20					
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	38,168	N/A	N/A	N/A	N/A
Restricted (Supplemental)	0	N/A	N/A	N/A	N/A
Unrestricted (Basic)	38,168	11,547	330.5%	8,444	452.0%
Average Teacher Salary	120,128	102,945	106.6%	77,042	155.9%

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 2019-20 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
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Low-Performing Students Block Grant
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Title I, II, III
- Tobacco-Use Prevention Education

SARC Data

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.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

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 September 2021 and the school facilities section was acquired in October 2021.



BEVERLY HILLS

UNIFIED SCHOOL DISTRICT

EDUCATION REIMAGINED

CAASPP Test Results in English Language Arts by Student Group Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	1859	1718	92.4%	7.6%	73.43%
Female	876	813	92.8%	7.2%	75.09%
Male	983	905	92.1%	7.9%	71.95%
American Indian or Alaska Native	*	*	*	*	*
Asian	203	189	93.1%	6.9%	80.96%
Black or African American	53	49	92.4%	7.6%	51.02%
Filipino	13	13	100%	0%	53.85%
Hispanic or Latino	157	148	94.3%	5.7%	71.62%
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	135	126	93.3%	6.7%	76.98%
White	1290	1186	91.9%	8.1%	73.41%
English Learners	105	93	88.5%	11.5%	30.44%
Foster Youth					
Homeless					
Military	*	*	*	*	*
Socioeconomically Disadvantaged	346	313	90.4%	9.6%	65.7%
Students Receiving Migrant Education Services					
Students with Disabilities	249	208	83.5%	16.5%	39.81%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear 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.



BEVERLY HILLS

UNIFIED SCHOOL DISTRICT

EDUCATION REIMAGINED

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	1859	1724	92.7%	7.3%	57.18%
Female	876	807	92.1%	7.9%	54.46%
Male	983	917	93.2%	6.8%	59.56%
American Indian or Alaska Native	*	*	*	*	*
Asian	203	195	96.1%	3.9%	72.17%
Black or African American	53	51	96.2%	3.8%	29.41%
Filipino	13	13	100%	0%	53.85%
Hispanic or Latino	157	151	96.2%	3.8%	47.68%
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	135	126	93.3%	6.7%	53.97%
White	1290	1180	91.4%	8.6%	57.64%
English Learners	105	98	93.3%	6.7%	31.63%
Foster Youth					
Homeless					
Military	*	*	*	*	*
Socioeconomically Disadvantaged	346	319	92.2%	7.8%	43.08%
Students Receiving Migrant Education Services					
Students with Disabilities	249	221	88.7%	11.3%	27.73%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear 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.