

# Beverly Hills Unified School District



**BEVERLY HILLS**  
UNIFIED SCHOOL DISTRICT  
EDUCATIONAL EXCELLENCE



## 2024-25 Annual School Accountability Report Card

A Report of 2024-25 Activity Published in February 2026

### Moreno High School

Grades 10-12

Loren Newman, Coordinator  
624 North Rexford Drive  
Beverly Hills, CA 90210  
(310) 551-5100 ext. 8100

### Board of Education

Judith Manouchehri, President  
Sigalie Sabag, Vice President  
Rachelle Marcus, Member  
Dr. Amanda Stern, Member  
Russell Stuart, Member  
Charlotte Kaveh, Student Member

### District Administration

Dr. Alex Chermiss  
Superintendent

Dr. Dustin Seemann  
Assistant Superintendent

### 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  
College Preparations & Career Readiness  
District Expenditures  
SARC Data & Access

### 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

Educational Excellence.

### District Vision

Our students will realize their full potential to thrive with integrity in a complex, changing world.

### 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 2024-25 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.

### Student Enrollment by Student Group 2024-25

Student Group	% of Total Enrollment
Female	50.0%
Male	50.0%
Non-Binary	0.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Black or African-American	0.0%
Filipino	0.0%
Hispanic or Latino	33.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	16.7%
White	50.0%
English Learners	0.0%
Foster Youth	0.0%
Homeless	0.0%
Migrant Services	0.0%
Socioeconomically Disadvantaged	83.3%
Students with Disabilities	16.7%

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

### Student Enrollment by Grade Level 2024-25

Grade Level	# of Students
Grade 9	0
Grade 10	0
Grade 11	1
Grade 12	5
Total Enrollment	6

### Parent Involvement

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 Principal Advisory Council (PAC) 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 the school office.

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

### 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

## Student Achievement

### Physical Fitness

In the spring of each year, Moreno High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Moreno High School offers 10-12 grade enrollment only, so there will be no PFT results included in this report.

### 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/](http://www.cde.ca.gov/ta/tg/ca/).

**Physical Fitness Test**  
**% of Students Participating in each of the Five Fitness Components**  
**2024-25**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	N/A	N/A	N/A	N/A	N/A

**Note: The administration of the PFT requires only participation results for these five fitness areas.**

**To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.**

**CAASPP Test Results in Science for All Students  
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	--	--	42.59	45.45	30.73	32.33

*Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.*

*To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

*The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.*

**CAASPP Test Results in Science by Student Group  
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

**CAASPP Test Results in ELA and Mathematics for All Students  
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	--	--	68.0	71.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	--	--	57.0	62.0	35.0	37.0

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

*ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.*

**CAASPP Test Results in ELA by Student Group  
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students with Disabilities	0	0	0	0	0

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

**CAASPP Test Results in Math by Student Group  
2024-25**

<b>Student Groups</b>	<b>Total Enrollment</b>	<b># Tested</b>	<b>% Tested</b>	<b>% Not Tested</b>	<b>% Met or Exceeded</b>
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students with Disabilities	0	0	0	0	0

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

## 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.

### Facilities Inspections

There is no facility inspection report for 2025-26 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 and shared with school staff in August 2025.

### ***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 (M&O) 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 with the Positive Behavior Intervention & Supports (PBIS) system in the 2023-24 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.

### Suspensions & Expulsions

	22-23	23-24	24-25
	<b>School</b>		
% Students Suspended	0.00	0.00	-
% Students Expelled	0.00	0.00	-
	<b>District</b>		
% Students Suspended	3.99	2.73	2.15
% Students Expelled	0.00	0.22	0.00
	<b>State</b>		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

### Suspensions and Expulsions by Student Group 2024-25

Student Groups	Suspensions Rate	Expulsion Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students with Disabilities	0.00	0.00

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

### 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.

### 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 eight teachers with students attending class 15 hours per week.

### Average Class Size and Class Size Distribution

Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	2	8		
Math	1	6		
Science	2	6		
Social Science	1	13		
2023-24				
English	1	3		
Math	1	3		
Science	1	1		
Social Science	1	3		
2024-25				
English	1	5		
Math	1	4		
Science	1	2		
Social Science	2	6		

*\*Number of classes indicates how many classes fall into each size category (a range of total students per class).*  
*\*\*\*"Other" category, if applicable, is for multi-grade level classes.*

### Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for the Moreno High School for the 2024-25 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."

**Chronic Absenteeism by Student Group  
2024-25**

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	--	--	--	--
Female	--	--	--	--
Male	--	--	--	--
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	--	--	--	--
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

**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.

The following table includes information for the school site, district and State on dropouts and graduation rates. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

<b>Dropout and Graduation Rates</b>			
	<b>School</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Dropout Rate (%)</b>	--	--	--
<b>Graduation Rate (%)</b>	--	--	--
	<b>District</b>		
	<b>2.60</b>	<b>1.50</b>	<b>3.30</b>
<b>Dropout Rate (%)</b>	<b>91.3</b>	<b>94.2</b>	<b>91.5</b>
<b>Graduation Rate (%)</b>	<b>91.3</b>	<b>94.2</b>	<b>91.5</b>
	<b>State</b>		
	<b>8.20</b>	<b>8.90</b>	<b>8.00</b>
<b>Dropout Rate (%)</b>	<b>8.20</b>	<b>8.90</b>	<b>8.00</b>
<b>Graduation Rate (%)</b>	<b>86.2</b>	<b>86.4</b>	<b>87.5</b>

**Graduation Rate by Student Group (Four-Year Cohort Rate)  
2024-25**

<b>Student Groups</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	--	--	--
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	0	0	0.00
Foster Youth	0	0	0.00
Homeless	0	0	0.00
Migrant Services	0	0	0.00
Socioeconomically Disadvantaged	--	--	--
Students with Disabilities	0	0	0.00

*Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.*

## Curriculum & Instruction

### School Leadership

Leadership at Moreno High is a responsibility shared among the Assistant Superintendent of Educational Services and the Coordinator of the Independent Learning Center, Loren Newman. Dr. Dustin Seemann, Assistant Superintendent is responsible for the day-to-day operations and the overall instructional program.

Dr. 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, Dr. 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 2024-25 school year consisted of the following topics:

- Common Assessments / Assessment Best Practices
- Professional Learning Communities Teacher-Driven Cycles of Learning
- PBIS / Intervention Strategies
- Technological Innovation
- APEX Training
- Differentiated Instruction
- Data Analysis
- Online Instruction
- Technology Training
- CPR Training/First Aid
- Danielson Framework for Teaching

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.

During the 2023-24, 2024-25, and 2025-26 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:

<b>Number of School Days/Topics Dedicated to Staff Development &amp; Continuous Improvement</b>	
<b>2023-24</b>	<b>3 days</b>
<b>Professional Learning Communities</b> <b>Math Instruction</b> <b>iReady &amp; NWEA Adoptions/Implementations</b> <b>AI Utilization</b>	
<b>2024-25</b>	<b>3 days</b>
<b>Introduction to the News Literacy Project: Trustworthy</b> <b>Supporting our English Learners in the Classroom</b> <b>Contentious Conversations in the Classroom</b> <b>Workplace Violence &amp; Personal Service Updates</b> <b>PLC Expectations &amp; Cycles</b> <b>Danielson Teaching Framework &amp; Evaluation Cycle</b>	
<b>2025-26</b>	<b>3 days</b>
<b>Writers' Workshop</b> <b>Special Education Accommodation Implementation</b> <b>English Language Development Strategies in the Classroom</b> <b>Bullseye Training - Charlotte Danielson Framework for Teaching</b> <b>iReady Data Review and Training</b> <b>PLC At Work Institute</b>	

### **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 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 30, 2025 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 #2025-2026-05 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 2025-26 school year, all students enrolled in elective classes were provided with a textbook or supplemental materials to use in class and to take home. These materials are in alignment with the California State Standards.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
<b>English Language Arts</b>			
2006	Prestwick House - Vocabulary Power Plus for the New SAT, Books 1-4	*	0%
2022	Savaas Learning Company - My Perspectives: Grade 9	*	0%
2022	Savaas Learning Company - My Perspectives: Grade 10	*	0%
2022	Savaas Learning Company - My Perspectives: American Literature	*	0%
2022	Savaas Learning Company - My Perspectives: British and World Literature	*	0%
<b>History-Social Science</b>			
2022	Glencoe/McGraw Hill - American Government: Democracy in Action	*	0%
2022	Cengage Learning - 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%
<b>Mathematics</b>			
2000	Glencoe - Pre Algebra, Algebra	*	0%
2021	McDougal Littell - Algebra II	*	0%
2007	Glencoe - Basic Geometry	*	0%
2002	Glencoe - Geometry	*	0%
1996	Glencoe - Math Applications & Connections	*	0%
<b>Science</b>			
2008	McDougal Littell - Biology	*	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.

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2024-25 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	83.33
2023-24 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### 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 2024-25 school year. Students are encouraged to concurrently enroll in nearby community colleges for more advanced coursework.

### Career Readiness

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 Beverly Hills High School counselors who meet 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 2024-25 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

2024-25

<b>Total Number of Students Participating in CTE Programs</b>	<b>3</b>
<b>Percentage of Students Completing a CTE Program and Earning a High School Diploma</b>	<b>100</b>
<b>Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	<b>-</b>

### 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 & Other Support Staff

(Nonteaching Professional Staff)

2024-25

	<b>No. of Staff</b>	<b>FTE</b>
<b>Academic Counselor</b>	<b>1</b>	<b>As Needed</b>
<b>Counselor</b>	<b>1</b>	<b>As Needed</b>
<b>Psychologists</b>	<b>1</b>	<b>As Needed</b>
<b>School Nurse</b>	<b>1</b>	<b>As Needed</b>
<b>Average Number of Students per Academic Counselor</b>	<b>2</b>	

**Note: 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 in this report 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.

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
<b>2023-24</b>						
School #	0.0	0.0	0.3	0.0	0.3	177.6
School %	10.26	0.0	89.74	0.0	100.0	85.7
District #	177.6	0.1	13.3	3.6	12.4	207.2
District %	85.7	0.08	6.45	1.74	6.02	100.0
State #	230039.4	6213.8	16855.0	12112.8	13705.8	278927.1
State %	100.0	2.23	6.04	4.34	4.91	100.0
<b>2022-23</b>						
School #	--	--	--	--	--	--
School %	--	--	--	--	--	--
District #	190.3	0.0	15.0	4.5	11.2	221.2
District %	86.05	0.0	6.78	2.07	5.09	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
<b>2021-22</b>						
School #	--	--	--	--	--	--
School %	--	--	--	--	--	--
District #	186.1	0.0	7.1	4.8	22.5	220.7
District %	84.32	0.0	3.26	2.18	10.23	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
<p><i>Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.</i></p>						

**Teachers Without Credentials and Misassignments  
(Considered “Ineffective” under ESSA)  
Authorization / Assignment**

	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

**Credentialed Teachers Assigned Out-of-Field  
(Considered “out-of-field” under ESSA) / Indicator**

	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.2	0.3	0.3
<b>Total Out-of-Field Teachers</b>	<b>0.2</b>	<b>0.3</b>	<b>0.3</b>

**Class Assignments / Indicator**

	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0	0.0	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0

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

**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.

**Teacher and Administrative Salaries  
2023-24**

	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$67,641	\$57,978
Mid-Range Teacher Salary	\$106,893	\$89,611
Highest Teacher Salary	\$129,240	\$117,194
Superintendent Salary	\$313,079	\$234,075
<b>Average Principal Salaries:</b>		
Elementary School	\$175,694	\$143,632
Middle School	\$184,848	\$149,446
High School	\$203,764	\$162,334
<b>Percentage of Budget:</b>		
Teacher Salaries	28.43%	27.81%
Administrative Salaries	6.12%	5.47%
<i>For detailed information on salaries, see the CDE Certificated Salaries &amp; Benefits web page at <a href="https://www.cde.ca.gov/ds/fd/cs/">https://www.cde.ca.gov/ds/fd/cs/</a>.</i>		

**Expenditures Per Pupil and School Site Teacher Salaries  
2023-24**

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
<b>Total**</b>	\$65,127	N/A	N/A	N/A	N/A
<b>Restricted</b>	\$0	N/A	N/A	N/A	N/A
<b>Unrestricted</b>	\$65,127	\$14,269	456.4%	\$11,146	584.3%
<b>Avg Teacher Salary</b>	\$103,392	\$117,061	88.3%	\$92,686	111.6%

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

**Expenditures Per Student**

For the 2023-24 school year, Beverly Hills Unified School District spent an average of \$31,720 of total general funds to educate each student (based on 2023-24 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.)

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs, including but not limited to:

- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career & Technical Education Program
- Career Technical Education Incentive Grant Program
- Child Nutrition: Kitchen Infrastructure & Training Funds
- COVID Relief Funding
- Department of Rehabilitation
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Lottery: Instructional Materials
- Mental-Health Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Strong Workforce Program
- 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/](http://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 November 2025 and the school facilities section was acquired in February 2026.