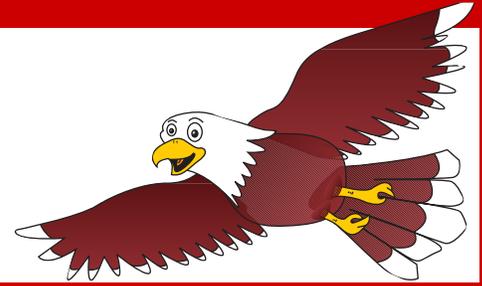




EL RODEO SCHOOL



2006-07 Annual School Accountability Report Card

A Report of 2006-07 Activity Published in November 2007

El Rodeo School

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The statistical information disclosed in this report was obtained from the California Department of Education and the Beverly Hills Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Instructional materials and school facilities information was acquired in November 2007.

PRINCIPAL'S MESSAGE

I am delighted to present El Rodeo School's Annual School Accountability Report Card. The purpose of this document is to provide parents with information about our school's instructional programs, academic achievement, textbooks, safety procedures, facilities, and professional staff. Understanding our educational program will help our families and community join our efforts in providing an outstanding learning experience for children.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a warm yet stimulating environment where students are actively involved in learning academics as well as positive values. Together we can challenge students to realize their full potential.

DISTRICT & SCHOOL PROFILE

Beverly Hills Unified School District is located in the western portion of Los Angeles, just below the Santa Monica mountains and next door to West Hollywood. More than 5,200 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of four K-8 schools, one comprehensive high school, and one continuation high school.

El Rodeo School is located in the western region of the district and recently completed (in 2006-07) its 80th year of service to the community, celebrating tradition and preparing for the future. During the 2006-07 school year, El Rodeo School served 743 students in grades K-8. Student enrollment included 8.74% receiving special education services, 4.0% qualifying for English Language Learner support, and 2.4% qualifying for free or reduced-price meals. The curricular program for K-5 students is provided in a self-contained classroom while students in grades 6-8 participate in a departmental rotation for their lessons.

In 2005-06, El Rodeo School was honored with the California Distinguished School Award. Academic achievements continue to exceed state and federal schoolwide performance expectations. Professional staff share in the decision-making process and participate in collective inquiry focused on high academic standards. Through the Parent Teacher Association and School Site Council, El Rodeo School has proudly built a close,



supportive relationship with its community, which shares its commitment to excellence in education.

DISTRICT MISSION

The mission of the Beverly Hills Unified School District, the heart of our city's pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; an exemplary instructional and support team; student-centered active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and joy of learning.

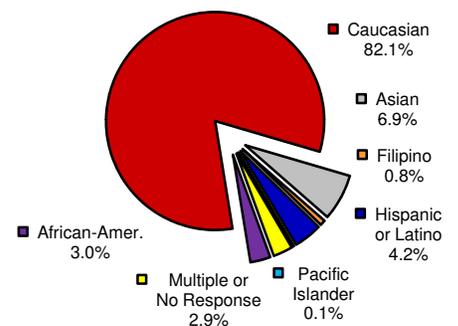
SCHOOL MISSION

The staff and parents at El Rodeo believe that the education of children is a cooperative effort of home, school, and community and that all children deserve the opportunity for success in school.

PARENT INVOLVEMENT

Parents are encouraged to get involved in El Rodeo School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. School staff welcome parents' assistance in the classroom and library. Back to School Night, Open House, student performances, Family BBQ's, Ice Cream Social, Bedtime for Books, Science Night, Science Olympiad, and service learning projects provide opportunities for parents to interact with school staff while supporting their child's efforts. Parent education nights (math focus) and PTA-sponsored workshops are held throughout the school year, offering families the tools and knowledge to successfully support academic efforts at home. The School Site Council, Parent Teacher

Percentage of Students by Ethnicity
2006-07 Enrollment: 743



Association, GATE Advisory Committee, and English Language Advisory Council provide opportunities for parents to have input on curricular programs and financial planning. Parents seeking more information about becoming an active member in the school community may contact the school office manager or office assistant at (310) 229-3670.

School-to-home communication takes place in a variety of formats. Students take home a PTA bulletin each week which includes a letter from the principal and pertinent information related to school safety, nutrition, new programs, staff and student recognition, and helpful communication tips. Some teachers prepare weekly newsletters to update parents on classroom activities and assignments. Students in grades 6-8 are issued a progress report every five weeks reflecting the status of their academic progress. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Parents are encouraged to contact school staff through e-mail and check the school's website for valuable information about the school, PTA, staff, and schedules. Sixth grade students publish a quarterly newspaper with a DVD broadcast component highlighting school activities and events.

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress collectively as a school and individually, El Rodeo School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of El Rodeo School's instructional programs. These assessments include teacher tests, classroom observation, report card grades, and results of standardized tests.

ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2006-07

Did the school and district meet or exceed 2007 AYP performance criteria in each of the areas listed below?

AYP Indicator	El Rodeo	BHUSD
Overall School Results	Yes	Yes
Participation Rate - 2005-06 Target Rate - 95%		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	Yes
2005-06 Target Rate - 24.4%		
Math	Yes	Yes
2005-06 Target Rate - 26.5%		
API	Yes	Yes
Increase API by one point		

For the 2006-07 AYP cycle, elementary and middle schools must achieve a 24.4% or higher proficiency rate in English/language arts and 26.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST (grades 2-8) and obtaining an API growth score of 590 or higher or increasing the API growth by one point.

The AYP table in this report illustrates the school's progress in meeting 2006-07 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

STANDARDIZED STATE ASSESSMENTS

Students at El Rodeo School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST),

the Spanish Assessment of Basic Education/2 (SABE/2) in 2004-05, the Aprenda 3 in 2005-06 and 2006-07, and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

CALIFORNIA STANDARDS TESTS (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. All school districts in the State of California are required to report their CST results in comparison to the state average.

CAT/6 Test Results All Students Percentage of Students Scoring At or Above Average (50th Percentile Rank)									
	El Rodeo			BHUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Reading	64	64	64	64	61	61	41	42	42
Math	76	81	77	78	76	75	52	53	53

Only third and seventh grade students take the CAT/6 exam.

CAT/6 Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2006-07

	El Rodeo						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	*		80	*	55		64
Math	*		87	*	82		78

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.

In cases where a % is not provided, no students were tested in the subgroup or subject area.

CAT/6 Test Results Other Numerically Significant Subgroups Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2006-07

	El Rodeo					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
Reading	62	66	*	*	18	
Math	82	71	*	*	29	

The CST tables in this report illustrate the percentage of El Rodeo School students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

PHYSICAL FITNESS

In the spring of each year, El Rodeo School is required by the state to administer a physical fitness test to all students in fifth and seventh grades. 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."

Upon completion of the 2006-07 fitness exam, 16.0% of the fifth grade students and 38.3% of the seventh grade students were in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	El Rodeo			BHUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	71	75	74	72	73	73	40	42	43
Math	73	74	75	69	70	66	38	40	40
Science	47	66	62	61	69	67	27	35	38
History	80	83	76	64	65	56	32	33	33

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07							
	El Rodeo						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	44		89	*	47	*	76
Math	37		84	*	59	*	77
Science	*		*	*	*		63
History	*		*	*	*		78

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2006-07						
	El Rodeo					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	70	78	29	56	37	
Math	75	74	46	67	42	
Science	60	64	*	*	29	
History	80	70	*	*	42	

Academic Performance Index (API) Three-Year Performance Comparison				
	2007 API Score	API Rank		
		04-05	05-06	06-07
Statewide Rank		9	9	*
Similar Schools Rank		5	7	*
Results		Increase/Decrease in API		
Schoolwide - All Students	887	3	14	2
Ethnic Subgroups				
Caucasian	893	7	18	4

* This information was not available at the time of publishing. Visit <http://dq.cde.ca.gov/dataquest/> for the most current API reports.

ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights El Rodeo School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores.

NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2006-07, El Rodeo School did not participate in the Title I program and is therefore not required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase

Title I Program Improvement (PI) Status		
	El Rodeo	BHUSD
PI Status	Not in PI	Not In PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		0
Percent of Schools Currently Identified for PI		0.0%

student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website <http://www.cde.ca.gov/ta/ac/ay/>.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

El Rodeo School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1927; since that time, an increase in enrollment prompted the construction of a two-story building in 1963 (which included a gymnasium, a shop area, and music rooms) and a three-story building adding more classrooms in the latter part of the 1960's. Over five million dollars in Measure K bond funds have been utilized over the past three years to provide a comprehensive modernization of building and operations systems. During the summer of 2006, Measure K funds were allocated to the renovation of each playground area to meet current safety standards. Ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

2006-07 Campus Improvement Projects:

- Installation of security gate system

2007-08 Campus Improvement Projects:

- Full restoration of student restrooms
- Refurbish seating and flooring in the auditorium
- Repaint interior walls of auditorium
- Repaint lobby in school office
- Refinish elementary school lockers

Campus Description

	Qty.
Year Built	1927
Acreage	5.82 ac
Square Footage	51,514 sq. ft.
Total Number of Buildings	5
# of Permanent Classrooms	45
# of Portable Classrooms	2
# of Restrooms (student use)	5 sets
Computer Lab	2
Auditorium	1
Cafeteria	1
Library	2
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1

SUPERVISION & SAFETY

The Beverly Hills Police Department provides two police officers for traffic control in the morning and after school. As students arrive on campus, the school resource officer and playground assistants monitor the student drop-off and playground areas while one yard supervisor monitors the front quad area. During recess and lunch, playground supervisors monitor student activities on the playgrounds and the assistant principal circulates through the campus greeting students and monitoring transition periods. During recesses, one playground supervisor in each play area carries a hand-held radio to facilitate routine and emergency communication. At the end of the day, students are escorted to the exit areas and one playground assistance remains in the

student pickup area to ensure students depart in a safe and orderly manner. Kindergarten students remain in the classroom until they are released to an authorized parent or guardian. After-school day care is provided on campus by city and privately-owned agencies.

To maintain a safe and secure campus, facilities are secured and locked between 9:30 a.m. and 2:30 p.m. The school's single entrance is locked and monitored by surveillance cameras. Parents, volunteers, and visitors are greeted via intercom at the gate and allowed access upon verification of identity and purpose of visit. Once on campus, individuals are required to proceed to the office for check in and to obtain a visitor's badge.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for El Rodeo School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current school site safety plan was reviewed, updated, and shared with school staff in March 2007.

FACILITIES MAINTENANCE

School custodial staff and the district's maintenance and operations department (M&O) work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Monthly M&O meetings facilitate discussions concerning safety issues, maintenance needs, cleaning practices, and training. Custodians are required to comply with Beverly Hills Unified School District's approved cleaning standards and policies outlined in the custodial handbook. Parents who wish to review the district's policies may contact the Maintenance & Operations Department or El Rodeo School's office.

Maintenance and Operations (M&O) employs a work order process enabling El Rodeo School to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers and staff submit requests to the principal who prepares and forwards an electronic work order to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff; general requests are typically addressed within two weeks.

Campus facilities are cleaned daily; one full-time day custodian, three full-time evening custodians, and one groundskeeper are assigned to El Rodeo School and work closely with the principal for routine maintenance, daily custodial duties, and preparation for special events. The principal and day custodian communicate daily regarding campus cleaning needs and safety concerns. Every morning before school begins, the groundskeeper inspects the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds; the groundskeeper will resolve issues that arise or contact M&O for assistance. The day custodian is responsible for general custodial functions, supervision of evening custodians, and keeping restrooms, classrooms, office, cafeteria, and other facilities in an orderly and secure condition. The day custodian checks restrooms frequently throughout the day to ensure they are in sanitary condition and properly stocked. During the 2006-07 school year, all restrooms were fully operational, in good working condition, and available for student use. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, and

other facilities; daily duties include cleaning student desktops. Groundskeepers perform general gardening and maintenance work.

El Rodeo School works closely with the district's Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at El Rodeo School took place on October 3, 2007. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas, disclosing the operational status in each of those areas.

School Facility Good Repair Status

Item Inspected	Repair Status		
	Good	Fair	Poor
Inspection Date: October 3, 2007			
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and	✓		
Interior Surfaces (walls, floors, and	✓		
ceilings)			
Hazardous Materials (interior and	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status

	Exemplary
Overall Summary	✓
<i>The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</i>	

DEFERRED MAINTENANCE

Beverly Hills Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2006-07 school year, El Rodeo School received \$2,885 of deferred maintenance funds which were used to fund campus improvement projects.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

School staff support an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their decisions. Character education instruction and discipline models are based upon the district's character education program, the *Beverly Hills Way*, which is comprised of five components – respect, responsibility, integrity, caring, and citizenship – taught through the curriculum over a five-year period. Each year, one of the five character traits is emphasized in themed activities and class discussions. Behavioral traits are embedded in daily classroom

lessons and referenced throughout the day in a variety of settings. Students participate in formal and informal discussions about the meaning of each behavioral trait and when the behavior may be applied. All school staff encourage students to practice the *Beverly Hills Way* behavior while at school and at home.

Teachers have established grade-appropriate classroom management and incentive programs based on general school rules to maintain an effective learning environment; discipline and positive behavior support plans are prepared and submitted to school administrators each year. School rules and consequences for poor behavior are clearly identified and explained as well as posted in the classroom. At the beginning of each school year, students in grades 3-8 receive an "Agenda" which includes a detailed description of school rules, policies, and behavior expectations. Parents and students are required to return the acknowledgment page located in the Agenda to confirm receipt and acceptance of school policies and procedures. The principal conducts a rules assembly for each grade during the first week of school. Every staff member takes responsibility to model desired behaviors, setting the example on how students are expected to conduct themselves. Modeling, consistent enforcement, and positive reinforcement on a daily basis have had a powerful impact on the learning environment.

Suspensions & Expulsions

EI Rodeo			
	04-05	05-06	06-07
Suspensions (#)	48	65	71
Suspensions (%)	6.29%	8.47%	9.56%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

BHUSD Elementary Schools			
	04-05	05-06	06-07
Suspensions (#)	167	227	274
Suspensions (%)	5.67%	7.80%	9.57%
Expulsions (#)	0	1	0
Expulsions (%)	0.00%	0.03%	0.00%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship in the classroom. Students who continue to make poor choices in conduct are referred to the assistant principal for counseling; 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.

Positive behavior and citizenship exhibited by students are recognized by every staff member through verbal praise. Students in grades 1-5 demonstrating good citizenship are immediately given a CIA card (Citizens in Action) by school staff; at the end of the month, the class with the most CIA cards earns a special reward. Middle school students (grades 6-8) are recognized for academic accomplishments, citizenship, community service, attendance, and efforts to improve at end-of-semester awards assemblies.

ENRICHMENT ACTIVITIES

Students are encouraged to participate in the El Rodeo School's extracurricular activities as well as take advantage of city-sponsored programs. These activities promote positive attitudes, encourage achievement, and instill a sense of belonging among students. The district sponsors after-school intramural sports programs for basketball, softball, volleyball, and soccer to promote teamwork and good sportsmanship.

CLASS SIZE

El Rodeo School strives to maintain small class sizes for all grade levels and participates in the state's Class Size Reduction Program (CSR) for grades K-3. This program provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to 20 students or less. During the 2006-07 school year, 100% of K-3 classes at El Rodeo School participated in the CSR Program. All kindergarten classrooms converted to a full-day instructional program at the beginning of the 2006-07 school year.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program

Grade	2004-05	2005-06	2006-07
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

The Class Size Distribution (grades K-5) and Teaching Load Distribution (grades 6-8) tables in this report illustrate the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes

2004-05					
Grade	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
K	16.3	3			
1	18.3	3			
2	21.0	3			
3	18.3	4			
4	26.7		3		
5	28.3		3		

2005-06					
Grade	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
K	19.8	3			
1	19.0	3			
2	18.3	3			
3	19.0	4			
4	27.0		3		
5	30.0		3		

2006-07					
Grade	Avg. Class Size	Number of Classrooms			
		1-20	21-32	33+	
K	19.3	3			
1	18.3	3			
2	20.3	3			
3	15.8	4			
4	26.3		3		
5	27.7		3		

Teaching Load Distribution Departmentalized Instruction

Subject	2004-05			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	26.0	3	16	
Math	24.2	5	10	
Science	28.3		14	1
Social Science	28.1	1	11	

Subject	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	24.7	5	15	2
Math	24.7	2	10	1
Science	28.4	1	13	1
Social Science	28.8	1	11	1

Subject	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	24.4	4	13	1
Math	23.3	5	9	1
Science	28.5	1	10	2
Social Science	27.3	1	12	

INSTRUCTIONAL TIME

During the 2006-07 school year, El Rodeo offered 180 days of instruction. For grades 1-5, instructional days were comprised of 169 regular days and 11 minimum days which were used for parent conferences. Grades 6-8 were provided 163 regular days, 2 minimum days, and 8 late start days; minimum days were used for parent conferences and late start days provide time for teacher collaborate concerning middle school issues and instructional strategies.

All instructional minutes offered at El Rodeo School during the 2006-07 school year exceeded state requirements specified in the California Education Code. The table below is a comparison of the minutes offered compared to the state's instructional time requirements.

Instructional Minutes

2006-07		
Grade Level	Actual Minutes Offered	State Requirement
K	40,380	36,000
1-3	50,640	50,400
4-5	54,180	54,000
6-8	67,213	54,000

Grade Level	Total Modified Days	Total Regular Days
K	7	173
1-3	11	169
4-5	12	168
6-8	17	163

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

During the 2006-07 school year, Beverly Hills Unified School District offered three staff development days, which focused on type of assessments (formative and summative) and how best to utilize these types of assessment to monitor student progress (grades K-8). Portions of these days were led by administrators at school sites as well as articulation meetings across the district. To provide ongoing training and support for teachers, K-8 Teacher Specialists, selected by their grade levels/departments and trained by Educational Services, led their teachers during staff development workshops in the uses of formative and summative assessment and the importance of looking at student work for instructional improvement to enhance student achievement.

A portion of staff development days were allocated to site-based needs and held at each of the school sites. Supplemental site-based staff training activities take place on early release days and during staff meetings.

During the 2006-07 school year, El Rodeo School sponsored ten after-school staff development workshops and participated in three district-sponsored staff development days. Site-based professional development activities during the 2006-07 school year focused on student instruction, recognizing common goals, indicators of student learning, developing school norms, CST data analysis, and personalizing instruction.

Staff Development Days Three-Year Trend		
2004-05	2005-06	2006-07
3	3	3*

*Plus ten after-school sessions held throughout the year.

The district supplements professional development activities with additional training sessions and workshops year-round to support newly adopted and ongoing programs. Supplemental professional development is offered throughout the school year and over the summer break. District-sponsored training sessions offered during the 2006-07 school year included:

- Benchmark Assessments (ongoing)
- Differentiated Instruction (elementary grades)
- Disaster Awareness Response Training (DART)
- Professional Learning Communities

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers providing skills assistance over a two-year period. 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.

Principals encourage their teachers to attend professional workshops and conferences in their field of expertise. 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. Long-term substitutes are invited to participate in district staff development activities. All instructional aides were included in the DART training and invited to special workshops emphasizing classroom management skills, content knowledge, and instructional strategies to

improve their effectiveness when providing academic intervention and support. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Beverly Hills Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. For a period of 30 days prior to adoption, parents may visit the district office to review textbooks that have been recommended for adoption by the Board of Education.

On October 9, 2007, at 7:00 p.m., 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 #2006-2007-001 which certifies as required by Education Code §60119. 1) that 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.

SCHOOL LEADERSHIP

Leadership at El Rodeo School is a responsibility shared among school administrators, instructional staff, and parents. Teamwork and strategic delegation of duties between the principal and assistant principal ensures both curricular and operational components of El Rodeo function properly. The principal is responsible for the day-to-day operations and overall instructional program; the assistant principal is responsible for oversight of school safety, schoolwide discipline, child study teams, and playground supervision staff.

As part of the principal's decision-making process, feedback, advice, and input from instructional staff through the instructional leadership team and grade level teams are used to guide curricular programs. The school's leadership team is comprised of the principal, assistant principal, and grade level representatives and meets every six weeks. The leadership team collaborates to identify ways to improve student learning, identify staff development needs, evaluate and discuss intervention programs, and evaluate student assessment results. Grade level representatives serve as a liaison between school administrators and grade level teams (which meet once a week during common prep periods).

Once a month on late start days, teachers meet in subject area teams (grades 6-8 teachers) to discuss student performance and collectively address inquires concerning instructional strategies and programs. Twice a month the principal conducts a staff meeting to discuss general information, conduct staff training activities, and update staff on curricular and operational elements of El Rodeo School.

Principal Pat Escalante is in her second year as principal of El Rodeo School. She has served in the educational field for 16 years and has served in the Beverly Hills Unified School District for the past five years. Prior to her appointment at El Rodeo, Ms. Escalante served as an assistant principal, teacher on special assignment, and classroom teacher. Professional certifications include a master's degree in educational management, a bachelor's degree in education, and a Tier I administrative credential (Preliminary Administrative Services Credential).

District Adopted Textbooks (Grades K-8)

Year Adopted	Publisher	Series	Grades
Math			
2001	Houghton Mifflin	<i>Mathematics</i>	K-5
2001	McDougal Littell	<i>Mathematics: Concepts & Skills</i>	6-8
2001	McDougal Littell	<i>Mathematics; Structure & Method</i>	7-8
Language Arts			
2002	Houghton Mifflin	<i>A Legacy of Literacy</i>	K
2002	Houghton Mifflin	<i>Student Anthologies</i>	1-5
2002	Prentice Hall	<i>Timeless Voices, Timeless Themes</i>	6-8
Science			
2001	Harcourt	<i>Harcourt Science</i>	K-5
2001	Prentice Hall	<i>Focus on Earth Science</i>	6
2001	Prentice Hall	<i>Focus on Life Science</i>	7
2001	Prentice Hall	<i>Focus on Physical Science</i>	8
2003	ETR Associates	<i>Safe Choices</i>	8
Social Science			
2007	Scott Foresman	<i>Scott Foresman History - Social Science for California</i>	K-5
2007	Holt, Rinehart & Winston	<i>World History, Ancient Civilizations</i>	6
2007	Holt, Rinehart & Winston	<i>World History, Medieval to Early Modern Times</i>	7
2007	Holt, Rinehart & Winston	<i>U.S. History, Independence to 1914</i>	8

The School Site Council (SSC) is comprised of administrators, teachers, and parents and meets once a month. The SSC is responsible for reviewing and approving the school site plan, the school safety plan, and annual budget. Council members serve as a liaison between the school and community.

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. El Rodeo School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

Students who regularly experience academic, social, or behavioral difficulty in the classroom are referred to a Child Study Team (CST). Each team is responsible for addressing barriers that affect the ability of a student to perform at his or her best in school, recommending intervention strategies/services to meet the child's unique needs, and subsequently evaluating progress and modifying instruction as needed over time. A variety of strategies are considered to help promote academic success and may include but are not limited to differentiated class instruction, small group instruction outside the general education environment with resource specialist staff, and/or counseling.

El Rodeo School's special education program is supported by highly qualified, caring staff. Special education teachers and special education aides provide full-day instruction in two special day classes. Resource specialist teachers and resource specialist aides provide small group and individual instruction for special education students either in their general education classroom or in the resource room. Special education students are mainstreamed as much as possible into the general education classroom and provided instruction in the least restrictive environment. Each student's curricular agenda is based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and coordinates specially-designed instruction based upon individual academic, social, and/or behavioral needs. One speech and language therapist, one school psychologist, one part-time occupational therapist, and one part-time adaptive physical education specialist are on staff to provide necessary services to El Rodeo Elementary's special needs students.

Students identified as English Learners (EL) are placed with a teacher who has been certified by the state to teach English learners and are provided differentiated instruction in the general education classroom. One part-time certificated EL teacher is dedicated to providing ELD (English Language Development) instruction as a supplement to language arts curriculum. Students in grades K-5 are grouped based on language fluency to receive targeted instruction and students in grades 6-8 receive a full period of ELD instruction (in lieu of an elective). The EL teacher collaborates with classroom teachers to deliver an instructional program that meets individual students' language and academic proficiency levels. ELD instruction focuses on language development, reading skills, vocabulary development, reteaching class lessons, and front-loading for future lessons. As students increase fluency in the English language, El Rodeo School continues to monitor their performance through

the CELDT and adjusts instruction as needed to ensure continued success.

El Rodeo School offers a Gifted and Talented Education program for students in grades 4-8 who have been recognized as high achievers by their teachers and through district testing. GATE students in grades 4-5 are clustered by grade level to receive differentiated instruction; most GATE students in grades 6-8 are placed in honors or advanced classes.

El Rodeo Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. A recommendation for student participation in one or more of El Rodeo Elementary's intervention programs typically comes from by the Child Study Team, instructional staff/teachers, or the student's parent based upon classroom performance or state/district assessment results. Intervention programs are embedded into regular instruction during the day as well as offered before school. Interventions include:

- Reading Intervention: one part-time certificated teacher works with students in first, second, and third grades who are reading below grade level proficiency standards. Students receive support four days a week. Progress is evaluated at the beginning and end of the year; a diagnostic assessment is administered mid-year to analyze mastery of specific skill sets.

- Reading Plus: students in seventh and eighth grade scoring at the Basic level or below on state reading assessments are required to enroll in Reading Plus in lieu of an elective. Students are tested at the end of each trimester and must score at the proficient or advanced level to exit the elective course.

- Math Tutorial: students in seventh and eighth grade scoring at the Basic level or below on state math assessments are required to enroll in the math tutorial class in lieu of an elective. Students are tested at the end of each trimester and must score at the proficient or advanced level to exit the elective course.

- Before-school Reading Intervention – students in fourth grade who are reading below grade level proficiency are recommended by their teacher(s) to participate. Instruction is provided by a certificated teacher three days a week for 45 minutes a day.

- Before-school Math Intervention - students in fifth grade who are performing below grade level proficiency in math based upon state assessment results are recommended by their teacher(s) to participate. Instruction is provided by a certificated teacher three days a week for 45 minutes a day.

Students may exit the intervention program based upon mastery of skills determined by end-of-unit exams.

- Resource Specialists – resource teachers and aides provide individualized instruction for students in the general education curriculum (students without an IEP) based upon areas of need. Instruction is provided both in-class and in the resource room.

- Reading Specialists – during school hours, reading specialists work with small groups of students in first and second grade 30 minutes a day, five days a week. Specialists use reading and district benchmark assessment results to guide intensive, targeted instruction to increase reading proficiency in identified areas of need.

PROFESSIONAL STAFF

SUBSTITUTE TEACHERS

Beverly Hills Unified School District had a pool of 119 qualified substitute teachers during the 2006-07 school year. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. El Rodeo School rarely has difficulty in obtaining a qualified substitute teacher from the district's pool. In the event a substitute teacher is not available for an absent teacher in grades K-5, the principal or other available certificated personnel will fill the role of the substitute. Teachers in grades 6-8 share the responsibility and cover an absent teacher's class during their prep period.

TEACHER ASSIGNMENT

El Rodeo School recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, the school employed 45 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order

Teacher Education Levels 2006-07		
	El Rodeo	BHUSD
	%	%
Doctorate	2.2	1.7
Master's Degree plus 30 or more semester hours	37.8	38.2
Master's Degree	20.0	25.0
Bachelor's Degree plus 30 or more semester hours	37.8	30.1
Bachelor's Degree	2.2	15.1
Less than a Bachelor's Degree	0.0	0.0

Teacher Credentials & Assignments

	El Rodeo				BHUSD			
	04-05	05-06	06-07	07-08	04-05	05-06	06-07	07-08
Total Teachers	44	44	45		283	281	296	
Teachers with Full Credential	44	43	45		275	277	290	
Teachers without Full Credential	0	1	0		8	4	6	
Teachers in Alternative Routes to Certification	0	0	0		5	2	5	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	1	0		3	2	30	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	2	2	2		9	11	6	
Teacher Misassignments - Total	1	0	7	0	0	45	0	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	1	0	7	0	0	45	75	0
Teacher Vacancies	0	0	0	0	0	0	0	0

to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

available to assist with academic, social, and emotional issues as well as provide needed psycho-educational assessments to determine eligibility for special education services and to facilitate coordination of Individual Education Plans (IEP). School nurses conduct health screening programs; health technicians provide basic first aid as well as provide consistent, comprehensive health care services.

Percentage of Core Classes:

	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
2006-07		
El Rodeo	98.1	1.9
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	0.0%	0.0%
Low-Poverty Sch.	97.9	2.1

TEACHER EVALUATIONS

Evaluation procedures and criteria adopted by the Beverly Hills Unified School District are defined in the district's collective bargaining agreement. Teacher evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Probationary teachers are formally evaluated every year; permanent (tenured) teachers are evaluated once every two years. Evaluations are conducted by the principal or assistant principal who has been trained and certified for competency to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to develop a needs improvement plan. Corrective measures in the needs improvement plan may include ongoing participation in BTSA, referral to the Peer Assistance and Review Program (PAR), or participation in additional staff development. Teachers may discontinue needs improvement obligations when a "satisfactory" rating is acquired in future evaluations.

SUPPORT SERVICES STAFF

Support service staff consists of school counselors, psychologists, and nurses. This expert team of support service staff, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

Counselors & Support Personnel (Nonteaching Professional Staff) 2006-07

	No. of Staff	FTE
Counselor	1	1.0
Psychologist	1	1.0
School Nurse	1	0.2
Health Technician	1	0.5

FTE = Full-Time Equivalent

School counselors identify and resolve diverse issues interfering with a student's ability to learn and succeed in school, as well as, provide academic guidance. School psychologists are

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 2005-06 school year, Beverly Hills Unified School District spent an average of \$9,047 of total general funds to educate each student (based on 2004-05 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2005-06		
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$41,759	\$38,479
Mid-Range Teacher Salary	\$65,338	\$60,306
Highest Teacher Salary	\$75,996	\$74,193
Average Principal Salaries:		
Elementary School	\$110,822	\$92,985
High School		
Superintendent Salary	\$166,872	\$155,314
Percentage of General Fund Expenditures For:		
Teacher Salaries	43.76%	40.80%
Administrative Salaries	5.14%	5.72%

Current Expense of Education per Pupil

2005-06

Expenditures Per Pupil	Dollars Spent per Student				
	El Rodeo	BHUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,221	\$6,003	103.6%	N/A	N/A
Restricted (Supplemental)	\$539	\$507	106.2%	N/A	N/A
Unrestricted (Basic)	\$5,683	\$5,496	103.4%	\$4,943	115.0%
Average Teacher Salary	\$65,197	\$67,128	97.1%	\$58,776	110.9%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2005-06 school year, the district received approximately \$3,720 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Class Size Reduction (federal and state)
- Peer Assistance & Review
- Economic Impact Aid
- Eisenhower Math & Science
- Gifted & Talented Education
- Innovative Strategies (Title VI)
- Instructional Materials
- Safe and Drug Free Schools (Title IV)
- Special Education
- School Library Block Grant
- School Improvement Program
- Tenth Grade Counseling
- Title I, III, & V
- Tobacco Use Prevention Education (TUPE)