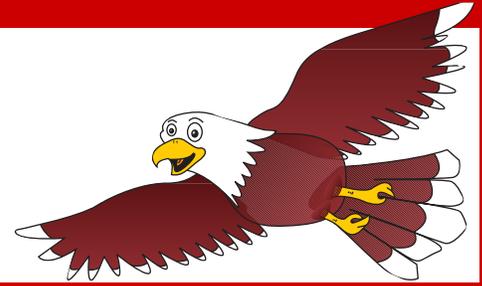




EL RODEO SCHOOL



2007-08 Annual School Accountability Report Card

A Report of 2007-08 Activity Published in November 2008

El Rodeo School

Grades K-8
Pat Escalante, Principal
605 North Whittier Drive
Beverly Hills, CA 90210
(310) 229-3670

Board of Education

Myra Demeter, Ph.D.
Myra B. Lurie
Nooshin Meshkaty
Steven Fenton
Brian D. Goldberg, Ph.D.
Zachary Kahn (student)

District Administration

Kari McVeigh
Superintendent

Sal Gumina
Assistant Superintendent
Human Resources

Cheryl Plotkin
Assistant Superintendent
Business Services

Ilene W. Straus, Ed.D.
Assistant Superintendent
Educational Services K-12

Contents

Principal's Message
District & School Profile
Parent Involvement
Student Achievement
School Facilities & Safety
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data & Access

The statistical information disclosed in this report was obtained from the California Department of Education and the Beverly Hills Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Instructional materials were acquired in August 2008 and school facilities information was acquired in October 2008.

PRINCIPAL'S MESSAGE

Welcome to the 2008-2009 school year. This year, the El Rodeo School summer mailing packet has been placed on-line so parents can read and reference this important information in a convenient and paperless way. On the first day of school, each student will bring home from school a single sheet of paper that lists the documents contained in the on-line summer mailing packet. Parents will be able to acknowledge that they have read the summer mailing documents on-line and will acknowledge as such on a "tear-off" that students will return to their homeroom teachers during the first week of school. We hope you find this new approach effective. Your feedback is always welcome!

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 5,300 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 2007-08 school year, El Rodeo School served 740 students in grades K-8. Student enrollment included 10.14% receiving special education services, 7.3% qualifying for English Language Learner support, and 2.8% 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.



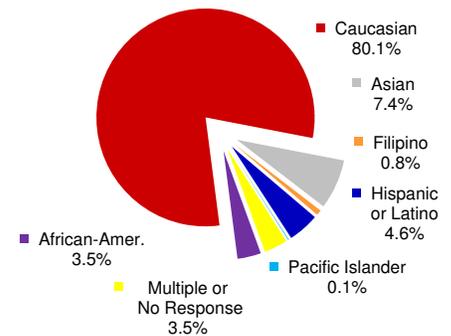
DISTRICT MISSION

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 with a focus on continuing improvement.

Percentage of Students by Ethnicity
2007-08 Enrollment: 740



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, Multicultural Dinner, Outdoor Education, 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 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. 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 2007-08

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	El Rodeo	BHUSD
Overall School Results	Yes	Yes
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	Yes
Math	Yes	Yes
API	Yes	Yes

For the 2007-08 AYP cycle, elementary and middle schools must achieve a 35.2% or higher proficiency rate in English/Language Arts and 37.0% 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 and obtaining an API growth score of 620 or higher or increasing the API growth by one point.

The AYP table in this report illustrates the school's progress in meeting 2007-08 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 Standards Tests (CST), the Aprenda 3, and the California Alternative Performance Assessment (CAPA).

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. For more information on the STAR Program, please visit <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.

The CST tables in this report (page 3) 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 2007-08 fitness exam, 9.4% of the fifth grade students and 27.5% 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/pfl/>.

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 (page 3) 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 2007-08, 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 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/>.

**California Standards Test Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	EI Rodeo			BHUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	75	74	78	73	73	73	42	43	46
Math	74	75	71	70	66	62	40	40	43
Science	66	62	79	69	67	73	35	38	46
History	83	76	63	65	56	59	33	33	36

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
2007-08**

	EI Rodeo						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	63		88	*	71	*	78
Math	40		88	*	68	*	71
Science	53		90	*	*		82
History	27		85		*		65

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed.
Percentage of Students Scoring at Proficient & Advanced Levels*

**California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	EI Rodeo					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	74	80	41	69	38	
Math	74	68	53	69	55	
Science	81	77	*	*	52	
History	69	57	*			

**Academic Performance Index (API)
Three-Year Performance Comparison**

	2008 API Score	API Rank		
		2005	2006	2007
Statewide Rank		9	9	9
Similar Schools Rank		5	7	5
Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	895	14	2	7
Ethnic Subgroups				
Caucasian	897	18	4	4

Title I Program Improvement (PI) Status

	EI 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%

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

EI 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.

Campus Description

Year Built	1927
Acreage	5.82 ac
Square Footage	51,514 sq. ft.
Total Number of Buildings	5
	Qty.
# of Permanent Classrooms	45
# of Portable Classrooms	2
# of Restrooms (student use)	6 sets
Computer Lab	2
Auditorium	1
Cafeteria	1
Library	2
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1

2007-08 Campus Improvement Projects:

- Full restoration of student restrooms
- Refurbish seating and flooring in the auditorium
- Installation of intrusion alarms
- Installation of rubber fall zone on north playground
- Repaint interior walls of auditorium
- Repaint lobby in school office
- Refinish elementary school lockers
- Installation of permanent play structure on the primary and upper playgrounds
- Addition of a tile mural, created by school families
- Installation of classroom numbers
- Modification of classroom entry locks for improved security

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 it areas and one playground assistant 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. All staff members wear a district provided badge for identification purposes. 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 May 2008.

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 a grounds crew 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 grounds crew inspects the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds; the grounds crew resolves issues that arise or contact M&O for assistance.

The day custodian is responsible for general upkeep of campus and keeping restrooms, classrooms, office, cafeteria, and other facilities in an orderly and secure condition. The day custodian checks restrooms frequently throughout the day to ensure they are in sanitary condition and properly stocked. During the 2007-08 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.

A team of four senior groundskeepers and one senior lead groundskeeper are responsible for general landscaping and irrigation projects; the groundskeeping team visits El Rodeo School on a rotational basis.

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 September 10, 2008. 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.

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

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: September 10, 2008				
Gas Leaks	✓			
Mechanical Systems	✓			Room 307: Ceiling leak from air conditioner.
Windows/Doors/Gates (interior and exterior)	✓			Room 204: One ceiling tile needs replaced and door will open. Room 313: Hole in wall near sink and one tile needs replaced. Room 316: Hole in wall outside of classroom and window will not lock. Room 318: Window will not lock.
Interior Surfaces (walls, floors, and ceilings)		✓		Room 204: One ceiling tile needs replaced and door will open. Room 227: Wall behind desk needs repaired. Room 211: (2) ceiling tiles need replaced. Room 219 (Library): (5) ceiling tiles need replaced and (6) lights out. Room 400: ceiling tile needs replaced. Room 310: (3) tiles need replaced. Room 308: (3) ceiling tiles need replaced. Room 307: Ceiling leak from air conditioner. Room 313: Hole in wall near sink and one tile needs replaced. Room 316: Hole in wall outside of classroom and window will not lock. Room 317: (1) ceiling tile needs replaced. Room 318: (2) ceiling tiles need replaced and lockers need replaced.
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			Room 302: Recharge fire extinguisher.
Electrical (interior and exterior)	✓			Room 100: (1) light out. Room 105: (2) lights out. Room 102: (7) lights out and one ceiling tile needs replaced. Room 108: (2) valance lights out. Room 107: (6) lights out. Room 201: Bulb needs replaced. Room 208: (7) lights out. Room 212: (4) lights out. Room 302: Outlets not working (M&O is aware). Room 257: (20 sets of valance lights out. Room 310: (2) valance light out. Room 311: (2) lights out. Room 308: Needs cover for extension cord in middle of floor. Room 306: (2) valance lights out. Room 314: (2) lights out. Room 317: (2) lights out. Room 318: Row of lights out. Room 312: (4) lights out.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			Bungalow #2: Possible roof leak (several tiles need replaced).
Overall Cleanliness	✓			Room 309: Walls outside of classroom (baseboards) are dirty.

Overall Summary of School Facility	Good Repair Status			
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. The electrical had many deficiencies due to light bulbs not changeable. This has been corrected already by the custodial staff. The roof will be addressed by an outside contractor. The fire extinguisher has been replaced.

projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, El Rodeo School received \$44,180.32 of deferred maintenance funds which were used for routine repairs and building improvements.

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. Behavior 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 behavior 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

	El Rodeo		
	05-06	06-07	07-08
Suspensions (#)	67	71	47
Suspensions (%)	8.74%	9.56%	6.35%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	BHUSD Elementary Schools		
	05-06	06-07	07-08
Suspensions (#)	229	274	183
Suspensions (%)	7.87%	9.57%	6.46%
Expulsions (#)	1	0	0
Expulsions (%)	0.03%	0.00%	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, continuous academic improvement, community service, attendance, and efforts to improve at end-of-semester awards assemblies.

ENRICHMENT ACTIVITIES

Students are encouraged to participate in 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.

INSTRUCTIONAL TIME

During the 2007-08 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 collaboration concerning middle school issues and instructional strategies.

All instructional minutes offered at El Rodeo School during the 2007-08 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 2007-08		
Grade Level	Actual Minutes Offered	State Requirement
Kinder AM	40,500	36,000
Kinder PM	39,750	36,000
1-3	50,907	50,400
4-5	54,330	54,000
6-8	64,684	54,000
Grade Level	Total Modified Days	Total Regular Days
Kinder AM	0	180
Kinder PM	13	167
1-3	53	127
4-5	54	126
6-8	50	130

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 2007-08 school year, 100% of K-3 classes at El Rodeo School participated in the CSR Program.

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

Grade	2005-06	2006-07	2007-08
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

Grade	Avg. Class Size	2005-06		
		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	
Grade	Avg. Class Size	2006-07		
		Number of Classrooms		
		1-20	21-32	33+
K	19.3	3		
1	18.3	3		
2	20.3	2	1	
3	15.8	4		
4	26.3		3	
5	27.7		3	
Grade	Avg. Class Size	2007-08		
		Number of Classrooms		
		1-20	21-32	33+
K	20.0	3		
1	17.0	4		
2	18.3	4		
3	20.0	3		
4	25.7		3	
5	29.0		3	

Teaching Load Distribution Departmentalized Instruction

Subject	Avg. Class Size	2005-06		
		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	Avg. Class Size	2006-07		
		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	
Subject	Avg. Class Size	2007-08		
		Number of Classrooms		
		1-20	21-32	33+
English	24.9	4	15	1
Math	24.7	4	8	1
Science	27.5	2	11	1
Social Science	28.7	1	12	1

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Beverly Hills Unified School District are aligned to the California State Content Standards and state frameworks. Staff development concentrations are selected and identified based on the results of teacher surveys, leadership team input, and district-wide goals.

During the 2007-08 school year, Beverly Hills Unified School District offered three staff development days, which focused on common assessment and how best to utilize these assessments to monitor student progress (grades K-12). Portions of these days were led by administrators at school sites and at articulation meetings across the district. To provide ongoing training and support, K-8 Teacher Specialists, selected by their grade levels/departments and trained by Educational Services, led staff development workshops in the use of common assessments and the importance of analyzing student work for instructional improvement opportunities. Teachers on Special Assignment specializing in Mathematics worked with classroom teachers in K-8 in a coaching model along with Teachers on Special Assignment who served as BTSA Support Providers and facilitators of professional development sessions.

Staff Development Days Three-Year Trend

2005-06	2006-07	2007-08
3	3	3

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. Site-based supplemental professional development activities during the 2007-08 school year focused on student instruction, recognizing common goals, indicators of student learning, developing school norms, CST data analysis, personalizing instruction, and building a professional learning community.

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 2007-08 school year included:

- Digital Classroom Training
- Social Studies Textbook Adoption Training - K-8
- Developing Mathematical Intelligences - K-8
- Mathematical Routines - K-5

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 induction 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.

The principal encourages 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. 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 7, 2008, 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 #2008-2009-007 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 2008-09 school year, all students enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

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 School 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, Student Success Teams, and playground supervision staff.

Principal Pat Escalante is in her third year as principal of El Rodeo School. She has served in the educational field for 17 years and has served in the Beverly Hills Unified School District for the past five years.

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 instructional strategies and programs. Twice a month the principal conducts a staff meeting to discuss general information, conduct professional development, and update staff on curricular and operational elements of El Rodeo School.

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</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 the district Student Success Team (SST). The 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 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 part-time 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 School'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 the existing language arts curriculum. Students in grades K-5 receive targeted instruction and are grouped based on language fluency. 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 annual district OLSAT (Otis-Lennon School Ability Test) assessments. GATE students in grades 4-5 are clustered to receive differentiated instruction; most GATE students in grades 6-8 are placed in honors or advanced classes.

El Rodeo School 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 School's intervention programs typically comes from the Student Success 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. Interventions include:

- 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.
- 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.
- Advisory: a weekly advisory study hall for those students at academic risk.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

El Rodeo School recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, the school employed 46 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order 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.

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

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.

Teacher Credentials & Assignments

	El Rodeo				BHUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	44	45	46		281	296	303	
Teachers with Full Credential	43	45	46		277	290	298	
Teachers without Full Credential	1	0	0		4	6	5	
Teachers in Alternative Routes to Certification	0	0	0		2	5	5	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	1	0	0		2	30	0	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	2	2	0		11	6	0	
Teacher Misassignments - Total	0	7	0	0	45	0	0	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	7	0	0	45	75	0	0
Teacher Vacancies	0	0	0	0	0	0	0	1

Percentage of Core Classes:

	2007-08	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
El Rodeo	99.1%	0.9%
District Totals		
All Schools	99.7%	0.3%
High-Poverty Sch.	0.0%	0.0%
Low-Poverty Sch.	99.7%	0.3%

Teacher Education Levels

	2007-08	
	El Rodeo %	BHUSD %
Doctorate	2.2	2.0
Master's Degree plus 30 or more semester hours	37.0	37.0
Master's Degree	23.9	22.4
Bachelor's Degree plus 30 or more semester hours	32.6	31.4
Bachelor's Degree	4.3	7.2
Less than a Bachelor's Degree	0.0	0.0

SUBSTITUTE TEACHERS

Beverly Hills Unified School District has a pool of 95 qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. El Rodeo School does not experience 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.

SUPPORT SERVICES STAFF

Support service staff consists of a school counselor, psychologist, and health aide. This expert team of support services 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)

2007-08

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

FTE = Full-Time Equivalent

The school counselor identifies and resolves diverse issues interfering with a student's ability to learn and succeed in school, and provides academic guidance. The school psychologist assists with academic, social, and emotional issues and provides psycho-educational assessments to determine eligibility for special education services and to facilitate coordination of Individual Education Plans (IEP). The district nurse conducts health screening programs; the health technician provides basic first aid and health care services.

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.

	Salary Comparison 2006-07	
	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$43,012	\$39,692
Mid-Range Teacher Salary	\$67,971	\$62,830
Highest Teacher Salary	\$80,617	\$80,472
Average Principal Salaries:		
Elementary School	\$111,754	\$98,460
High School	\$126,180	\$114,549
Superintendent Salary	\$200,000	\$166,547
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.10%	40.20%
Administrative Salaries	4.60%	5.80%

EXPENDITURES PER STUDENT

For the 2006-07 school year, Beverly Hills Unified School District spent an average of \$9,879 of total general funds to educate each student (based on 2006-07 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.)

Current Expense of Education per Pupil

2006-07

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	\$7,032	\$6,565	107.1%	N/A	N/A
Restricted (Supplemental)	\$488	\$444	109.8%	N/A	N/A
Unrestricted (Basic)	\$6,544	\$6,120	106.9%	\$5,300	123.5%
Average Teacher Salary	\$69,771	\$69,296	100.7%	\$62,157	112.2%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received approximately \$4,640 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- Department of Rehabilitation
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials, Library Materials and Education Technology
- K-12 Service Learning Initiative
- Peer Assistance & Review Program for Teacher
- Pupil Retention Block Grant
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Title I, II, III, IV, & V
- Tobacco-Use Prevention Education
- Vocational Programs

SARC DATA & ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about El Rodeo School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION

Parents may access El Rodeo's SARC and access the internet at any of the county's public libraries. The closest library to El Rodeo is the Beverly Hills Public Library located at 444 North Rexford Drive, Beverly Hills, CA 90210-4877.

Open to the Public: Mon.-Thurs. 10:00-9:00

Fri.-Sat. 10:00-6:00, Sun. 12:00-5:00

Phone: (310) 288-2220

www.bhpl.org

Number of Computers Available: 22

Printers Available: Yes