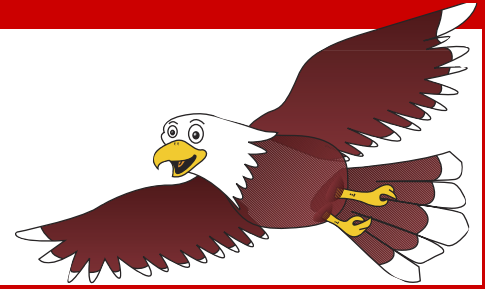


# EL RODEO SCHOOL



## 2009-10 Annual School Accountability Report Card

A Report of 2009-10 Activity Published in January 2011

### El Rodeo School

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

### Board of Education

Lisa Korbatov  
Brian David Goldberg, Ph.D.  
Steven Fenton  
Myra Lurie  
Jacob Manaster  
Jackie Pop (student)

### District Administration

Dick Douglas  
Superintendent

Alex Cherniss, Ed.D.  
Assistant Superintendent  
Business Services

Ilene W. Straus, Ed.D.  
Assistant Superintendent  
Educational Services

Dawnalyn Murakawa-Leopard, Ed.D.  
Director of Human Resources

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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 documentation referred to in this report were acquired in November 2010.*

### PRINCIPAL'S MESSAGE

With great pride, we present El Rodeo School's Annual School Accountability Report Card. The purpose of this document is to provide parents and others with information about our school's instructional programs, academic achievement, textbooks, safety procedures, facilities, and professional staff. Understanding our educational program will help families and community members assist us in our efforts to provide an outstanding learning experience for all children.

The stakeholder groups at El Rodeo are committed to providing the best educational program possible for our students. The excellent quality of our program is a reflection of our dedicated staff and parents. Ensuring that our school provides a warm yet stimulating environment, El Rodeo is a learning community where students are actively involved in rigorous academics as well as the development of positive values and a strong sense of philanthropy. Together we challenge students to be their best and realize their full potential.

### DISTRICT 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 5,000 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.

### DISTRICT MISSION

The mission of Beverly Hills Unified School District is to inspire and empower each student to achieve academic excellence, embrace social and individual responsibility, and lead with integrity. To these ends, Beverly Hills Unified School District provides dynamic and enriching educational opportunities, collaborative community partnerships, and challenging and supportive learning environments.

### SCHOOL PROFILE

El Rodeo School is located in the western region of the district. During the 2009-10 school year, El Rodeo School served 700 students in grades K-8. Student enrollment included 10% receiving special education services, 8% qualifying for English Language Learner support, and 3% enrolled in the free or reduced-price meal program. 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.

El Rodeo School has been honored with the California Distinguished School Award. Academic achievements continue to exceed state and federal schoolwide performance expectations, and our 2009-10 API score was over 900. 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.

Percentage of Students by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	4.6%	Kindergarten	47
Amer. Indian or Alaskan Native	0.1%	Grade 1	56
Caucasian	81.1%	Grade 2	57
Asian	7.7%	Grade 3	77
Filipino	0.6%	Grade 4	80
Hispanic or Latino	5.6%	Grade 5	79
Pacific Islander	0.1%	Grade 6	92
Two or More Races	0.1%	Grade 7	99
		Grade 8	113
		Total Enrollment	700

### 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.

### 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, chaperoning field trips, and with fundraising efforts. Back to School Night, Open House, Multicultural Dinner, Outdoor Education, student performances, Family BBQ's, Ice Cream Social, Bedtime for Books, Science Olympiad, Music Theater, Student Variety Show, 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, District English Language Advisory Council, 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. Progress reports are distributed to sixth, seventh, and eighth grade students every five weeks and reflect the status of individual 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. At the front of the school, signage on the fencing displays current news and announcements. 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.

For the 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in English/Language Arts and 58% 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 650 or higher or increasing the API growth by one point.

The AYP table in this report illustrates the school's progress in meeting 2009-10 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

AYP Indicator	El Rodeo	BHUSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes

## 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 a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

The CST aids in determining the level of individual proficiency required by the state. The CMA is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The STS measures academic proficiency of Spanish-speaking students in their native language. 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 STAR 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 at least five of six fitness areas are considered to be physically fit or 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/>.

### STAR Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	El Rodeo			BHUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	78	80	81	73	77	76	46	50	52
Math	71	74	75	62	65	64	43	46	48
Science	79	83	81	73	76	75	46	50	54
History	63	87	85	59	69	75	36	41	44

*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.*

### STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10

	El Rodeo							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	71		82	*	74	*	81	*
Math	50		88	*	65	*	75	*
Science	*		84	*	62		82	
History	*		86		*		88	

*\*When 10 students or less are tested; to protect confidentiality, these results are not disclosed.*

Percentage of Students Scoring at Proficient & Advanced Levels

### STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10

	El Rodeo					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	79	82	39	64	51	
Math	74	75	51	36	44	
Science	75	88	*	*	57	
History	87	84	*	*	77	

**Physical Fitness Test  
Percentage of Students Meeting  
California Fitness Standards  
2009-10**

Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	18%	38%	38%
Seventh	26%	27%	22%

**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.

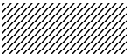

**NO CHILD LEFT BEHIND (NCLB)**

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 2009-10, 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/>.

**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%

**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

Campus Description	
Year Built	1927
Acreage	5.82 ac
Square Footage	51,514 sq. ft.
Total Number of Buildings	5
	<b>Qty.</b>
# 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

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 and continued in 2009-10 to provide a comprehensive modernization of building and operations systems. Ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

**2009-10 Campus Improvement Projects:**

- Beautification project - upgrades and additional plantings to the community garden area
- Installation of security mesh to perimeter fencing to increase student safety
- Completion of a new 32 station computer lab

**MEASURE E BOND**

In November 2008, the Beverly Hills community approved a \$334 million general obligation bond (Measure E) to facilitate modernization and safety-related upgrades of Beverly Hills Unified School District's elementary and high school facilities. Throughout the 2009-10 school year, district representatives and professional consultants began the planning stage for the following projects: 1) upgrade of security systems at all school sites, 2) structural seismic safety repairs at all school sites, 3) upgrades to interior wall systems such as technology infrastructure, electrical systems, waste line systems, plumbing systems, heating/cooling systems, 4) modernization of classrooms and general use facilities, and 5) construction of new athletic facilities at the high school campus. Construction is anticipated to begin in the 2010-2011 school year.

**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, 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 throughout 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 directed towards the main exit; one playground assistant remains in the student pickup area and one classified staff member monitors the gate 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 8:30 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.

**FACILITIES INSPECTIONS**

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 29, 2010. 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.

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

	API Rank			School Growth	District Growth	State Growth
	2007	2008	2009			
Statewide Rank	9	10	9			
Similar Schools Rank	5	5	6			
	School Increase/Decrease in API			School Growth	District Growth	State Growth
Results	2007-08	2008-09	2009-10	2010	2010	2010
Schoolwide - All Students	7	14	-3	902	871	767
Ethnic Subgroups						
Caucasian	4	15	-3	906	871	838

## 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 and updated in March 2010, and shared with school staff in September 2010.

## 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 office manager who prepares and forwards an electronic work order to the principal for approval and then 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 custodian 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 2009-10 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.

## 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 2009-10 school year, El Rodeo School received \$6,990 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. A counselor visits classrooms to lead "community circle" sessions to discuss grade-appropriate social issues and trends. All school staff encourage students to practice the *Beverly Hills Way* behavior while at school and at home.

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
<b>Inspection Date:</b> <b>October 29, 2010</b>			<b>Repair Needed and Action Taken or Planned</b>
Gas Leaks	✓		
Mechanical Systems	✓		201: Water leaking from condensation. 202: Condensation from pipes need to be brought down to the sink. 206C: Leak from condensation wetting tiles.
Windows/Doors/Gates (interior and exterior)	✓		208: Front and back doors not catching properly. Bldg D Rm 141A by Stairs: Lock needs to be changed to new "B". Bldg C Girls RR: Lock tumbler missing. Bldg D Girls RR: Missing screws on door closer. 117 Basketball Playground: Door infested with termites.
Interior Surfaces (walls, floors, and ceilings)	✓		Rm 115: Supply room paint peeling (wall). Playground, Rm 106: wall paint peeling. Rms 104, 107: Ceiling tiles water damaged. Rm 103: Ceiling tiles water stained. Rm 100: Wall by back door paint peeling, also north wall. Ceiling tiles water damaged. Bldg A Auditorium: East side wall water damage, paint peeling. 200 Bldg C: Ceiling tiles water stain (2). 201: Wet ceiling tile. 202: Ceiling tiles missing + stain. 204: Water damage on ceiling tile by television. East side wall paint peeling, holes on the wall. 206: Missing ceiling tiles. Hallway by 204: Ceiling broken, glass broken. 227 A: Missing tiles. 208: Ceiling tiles stained. 209: Ceiling tiles stained. 211: Water damaged ceiling tiles. 130B Boys' RR Locker Rm: Lockers need to get fixed. 111 Cardio-Fitness: Wall peeling, locker room side. Rm 400: Ceiling tiles and columns damaged from rain. 301: Ceiling tiles and wall rain damaged, there is a stain on the wall. 303: Stained ceiling tiles. 305: Wall peeling, ceiling tile by the door stained. 306: Ceiling tile water stained, holes on the north side wall. 307: Ceiling tiles damaged from rain and condensation. Bldg C 2nd Floor Hallway by Stair #4: Column - Paint peeling. 310: Missing tile. Bldg D 2nd Floor Hallway by Stair #1: Missing ceiling tile. 313: Stained ceiling tile. Bldg E 219 Libraries: Stained ceiling tiles on the shck. Bldg E -Eating Area: Ceiling tiles falling down. Bldg E 3rd Floor by Fam Rm: Ceiling tiles missing, water stained, wall needs repair. 2nd Floor Stairwell Landing: Paint peeling. Bldg D Electric Equipment Room 1344: Water on th floor, flooded from rain.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		Bldg E Playground: Outside wall by 2nd Floor high - Hole and Bolts.
Fire Safety	✓		Basementa 133 Mechanical: Full of tables and chairs...its used as storage.
Electrical (interior and exterior)	✓		Rm 106: Lights out on five fixtures. Rm 107: Lights out. Rm 101: Lights out on one fixture. Bldg A Auditorium: Eight light bulbs out. 200 Bldg C: Light out on one light fixture. 208: Electrical panel blocked. Bldg D 134 Basement: Electrical wires exposed (on the wall). 129 Machine Rm: Smells burning. 303: Light bulb burned. 310: Missing blank plate. 212 and 114: Lights out on seven fixtures. 116: Lights out on four fixtures. Bldg E 3rd Floor by Fam Rm: Light fixtures wit hlight bulbs missing. Bldg E Second Floor by Rm 215: Two light fixtures with two light bulbs out. Rm 257 (Mezzanine): Three light fixtures out.
Pest/Vermin Infestation	✓		308: Wasps in teacher's office. 312: Teacher complaints about ants.
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		Boys' RR Parking Lot Entrance: It's filthy. Girls' RR: Paper towels on the ceiling. Bldg C Girls' RR: Paper towels on the ceiling. Boys' RR: "F" words on the door (interior side).
Sewer	✓		
Playground/School Grounds	✓		Playground: Wall paint peeling.
Roofs	✓		
Overall Cleanliness	✓		

### Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary		✓		

*Good: 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.*

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. Students in grades K-2 receive a behavior/expectations contract which outlines student responsibilities regarding academic and behavioral conduct; students and their parents are required to sign and return the contract's acknowledgment page. 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 powerful impact on the learning environment.

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. Students experiencing severe instances of misconduct are immediately referred to the principal. Discipline measures are consistently applied in a fair and firm manner.

### Suspensions & Expulsions

	El Rodeo		
	07-08	08-09	09-10
Suspensions (#)	47	70	51
Suspensions (%)	6.35%	9.68%	7.29%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

### BHUSD Elementary Schools

	07-08	08-09	09-10
Suspensions (#)	183	234	166
Suspensions (%)	6.46%	8.49%	6.15%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	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.*

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 box filled with "goodies". A CIA drawing is held at the end of each month; one classroom at each grade level is selected from the CIA drawing to receive a box of "goodies" for every student. 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.

### CLASS SIZE

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	2007-08		
		Number of Classrooms		
		1-20	21-32	33+
K	20.0	3		
1	17.0	3		
2	18.3	3		
3	20.0	4		
4	25.7		3	
5	29.0		3	
2008-09				
K	17.7	3		
1	22.0	3	1	
2	19.5	4		
3	19.3	4		
4	23.3		3	
5	27.3		3	
2009-10				
K	11.33	3		
1	18.33	3		
2	18.00	3		
3	15.50	4		
4	23.67	1	2	
5	23.33	1	2	

### Teaching Load Distribution Departmentalized Instruction

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
2008-09				
English	25.3	3	11	1
Math	24.8	5	7	
Science	26.2	3	10	
Social Science	27.8	1	12	
2009-10				
English	23.23	6	7	
Math	21.00	7	5	
Science	23.64	5	6	
Social Science	23.55	4	7	

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 2009-10 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	2007-08	2008-09	2009-10
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

### INSTRUCTIONAL TIME

During the 2009-10 school year, El Rodeo offered 180 days of instruction comprised of regular days, early release days, and late start Wednesdays. Early release days were used for parent conferences and late start days provide time for teacher collaboration and staff development.

All instructional minutes offered at El Rodeo School during the 2009-10 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

Grade Level	2009-10	
	Actual Minutes Offered	State Requirement
Kinder AM	40,550	36,000
Kinder PM	40,550	36,000
1-3	50,508	50,400
4-5	54,194	54,000
6-8	64,684	57,967
Grade Level	65658	Total Regular Days
Kinder AM	51	129
Kinder PM	51	129
1-3	51	129
4-5	52	128
6-8	48	132

## 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 Frameworks. Staff development concentrations are selected and identified based on the results of staff surveys, state assessment results, and administration/teacher input.

### Staff Development Days Three-Year Trend

2007-08	2008-09	2009-10
4	3	3

During the 2009-10 school year, Beverly Hills Unified School District offered three staff development days, which focused on common assessments and how best to utilize these assessments to monitor student progress (grades K-12). A portion of training activities were led by administrators and educational consultants at school sites and at articulation meetings held in various locations throughout the district. 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. District-sponsored workshops offered during the 2009-10 school year included:

- Differentiation Training (6-12)
- Corrective Reading (6-12)

- Instructional Strategies (6-12)
- Brain Research (9-12)

El Rodeo School supplements staff development days with site-based training which takes place on weekly late start days. School administrators and teachers identify professional development needs based upon analysis of district goals, site goals, and student performance results. Site-based supplemental professional development activities during the 2009-10 school year focused on:

- Differentiated instruction
- Small group instruction
- Learning environment
- Personalization (bullying, SST, continuous academic improvement)
- Data analysis of CSTs
- Reading & Literacy
- Moving students from far below basic and below basic performance levels to the proficient level
- Stages of adult learning as professionals
- Reflective practice
- Best practices, new practices
- Student Success and Teacher Analysis of Results
- Development of student intervention documentation
- Article studies on personalization related to student work
- Vertical group collaboration on student issues

The district supplements professional development activities with additional training sessions and workshops year-round to support newly adopted and ongoing programs.

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 and provides skills assistance over a two-year period. New Teacher Orientation is provided over a two-day period at the beginning of the school year for all teachers who are new to the Beverly Hill Unified School District; training sessions provide an overview of general policies and practices; curriculum and instruction; and technology based tools. The Peer Assistance and Review program is designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers.

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. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives. The district makes available technology training for classified staff; topics include general instruction on basic Microsoft Office and Outlook applications.

### INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Beverly Hills Unified School District are 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 26, 2010, 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 #2010-2011-013 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2009-10 and 2010-11 school years, all students enrolled in a visual/performing arts class were provided with a textbook or supplemental materials to use in class and to take home. These materials are in alignment 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 David Hoffman is in his first year as principal of El Rodeo School. He has served in the educational field for 13 years and has served in the Beverly Hills Unified School District for the past four years.

As part of the principal's decision-making process, feedback, advice, and input from instructional staff through the 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 one time per month. 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.

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 impact 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

### District Adopted Textbooks (Grades K-8)

Year Adopted	Publisher	Series	Grades
<b>Math</b>			
2009	Scott Foresman - Addison Wesley	<i>enVision Math © 2009</i>	K-5
2009	Glencoe McGraw Hill	<i>CA Mathematics: Concepts, Skills, and Problem Solving © 2008</i>	6-7
2009	McDougal Littell	<i>Mathematics: Structure &amp; Method (Course 1 Course 2, and Algebra)</i>	6-8
2009	Pearson	<i>Pearson Hall Mathematics CA Editionn (Algebra I)</i>	6-8
<b>Language Arts</b>			
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
<b>Science</b>			
2008	Houghton Mifflin	<i>Houghton Mifflin California System</i>	K-5
2008	Prentice Hall	<i>Focus on Earth Science</i>	6
2008	Prentice Hall	<i>Focus on Life Science</i>	7
2008	Prentice Hall	<i>Focus on Physical Science</i>	8
2003	ETR Associates	<i>Safe Choices</i>	8
<b>Social Science</b>			
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 textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

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.

### SPECIAL EDUCATION PROGRAM

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. Resource specialist teachers and aides provide individualized instruction based upon areas of need; instruction is provided both in-class and in the resource room.

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.

### ENGLISH LEARNERS

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) in-class support as a supplement to the existing language arts curriculum. Students in grades K-5 receive targeted in-class 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.

### GIFTED & TALENTED EDUCATION

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 classes.

### INTERVENTION PROGRAMS

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 a student's parent based upon classroom performance or state/district assessment results. Intervention programs are embedded into regular instruction during the day and 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.

- Advisory: a weekly advisory study hall for those students at academic risk.
- RSI Aide: a reading intervention program working with kindergarten and first grade students.
- Math Tutoring: before school tutoring assistance for third grade students, and after school tutoring assistance for fifth and sixth grade students.

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

El Rodeo School recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, the school employed 40 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.

The table in this report identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

### 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.

### 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) 2009-10

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

### Teacher Credentials & Assignments

	El Rodeo				BHUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	46	41	41		303	276	290	
Teachers with Full Credential	46	41	40		298	271	287	
Teachers without Full Credential	0	0	1		5	5	3	
Teachers in Alternative Routes to Certification	0	0	0		5	5	0	
Pre-Internship	0	0	0		0	0	3	
Teachers with Emergency Permits	0	0	0		0	0	0	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	0	0	1		0	0	9	
Teacher Misassignments - Total	0	3	1	0	0	14	13	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	3	1	0	0	14	13	0
Teacher Vacancies	0	0	0	0	0	1	1	0

### Percentage of Core Classes:

	2009-10	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
El Rodeo	100.0	0
District Totals		
All Schools	99.3	0.7
High-Poverty Sch.	0	0
Low-Poverty Sch.	99.3	0.7

### Teacher Education Levels

	2009-10	
	El Rodeo %	BHUSD %
Doctorate	4.9	1.8
Master's Degree plus 30 or more semester hours	31.7	33.6
Master's Degree	31.7	28.9
Bachelor's Degree plus 30 or more semester hours	22.0	25.7
Bachelor's Degree	9.8	10.0
Less than a Bachelor's Degree	0.0	0.0

## 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 2008-09

	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$45,631	\$41,209
Mid-Range Teacher Salary	\$72,110	\$65,228
Highest Teacher Salary	\$85,530	\$83,339
Average Principal Salary		
Elementary School	\$124,577	\$103,189
High School	\$135,750	\$119,247
Superintendent Salary	\$231,668	\$179,589
Percentage of General Funds Expenditures For:		
Percent of Budget for		
Teacher Salaries	42.70 %	40.70 %
Percent of Budget for		
Administrative Salaries	4.50 %	5.90 %

### EXPENDITURES PER STUDENT

For the 2008-09 school year, Beverly Hills Unified School District spent an average of \$11,147 of total general funds to educate each student (based on 2008-09 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

2008-09

Expenditures Per Pupil	Dollars Spent per Student				
	EI Rodeo	BHUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,290	\$6,705	93.8%	N/A	N/A
Restricted (Supplemental)	\$138	\$267	51.4%	N/A	N/A
Unrestricted (Basic)	\$6,153	\$6,437	95.6%	\$5,681	108.3%
Average Teacher Salary	\$79,086	\$71,881	110.0%	\$65,389	120.9%

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Arts and Music Block Grant
- Department of Rehabilitation
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- Education Technology
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Peer Assistance & Review Program for Teachers
- Professional Development Block Grant
- Pupil Retention Block Grant
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Teacher Credentialing Block Grant
- 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 EI 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 EI Rodeo's SARC and access the internet at any of the county's public libraries. The closest library to EI 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](http://www.bhpl.org)  
Number of Computers Available: 22  
Printers Available: Yes