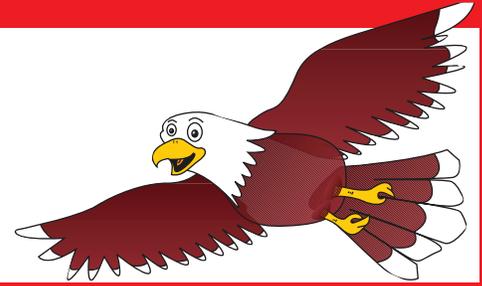




Beverly Hills Unified School District
CREATING A WORLD CLASS EDUCATION

BEVERLY HILLS HIGH SCHOOL • HORACE MANN • BEVERLY VIETA • HAWTHORNE • EL RODEO

EL RODEO SCHOOL



2013-14 Annual School Accountability Report Card

A Report of 2013-14 Activity Published in January 2015

El Rodeo School Grades K-8

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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 were acquired in January 2015 and school facilities documentation referred to in this report were acquired in December 2014.

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 4,500 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 2013-14 school year, El Rodeo School served 675 students in grades K-8. Student enrollment included 10.4% receiving special education services, 2.5% qualifying for English Language Learner support, and 3.1% 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's academic achievements continue to exceed state and federal schoolwide performance expectations, and our 2012-13 API score was 899. 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 2013-14

Ethnic Group	%	Grade Level	#
African American	2.8%	Kindergarten	64
American Indian or Alaskan Native	0.4%	Grade 1	59
Asian	7.4%	Grade 2	65
Filipino	0.9%	Grade 3	78
Hawaiian or Pacific Islander	0.3%	Grade 4	53
Hispanic or Latino	5.3%	Grade 5	84
White (not Hispanic)	81.0%	Grade 6	70
Two or More Races	1.8%	Grade 7	100
		Grade 8	102
		Total Enrollment	675

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.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the STAR Results and CAASPP charts; Academic Performance Index, including API chart; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

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 Week, Outdoor Education, student performances, Family BBQ's, Ice Cream Social, Bedtime with Books, Musical 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 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. Jupiter Grades, an on-line web-based program, allows teachers to post homework and assignments for student and parent access available on the web at jupitergrades.com. Blackboard Connect 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.

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.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade

ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. 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/.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Criteria	El Rodeo	BHUSD
Overall Performance	*	*
Participation Rate		
Language Arts	*	*
Math	*	*
Percent Proficient		
Language Arts	*	*
Math	*	*
Graduation Rate	N/A	*
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	*	*
Number of Criteria Possible		

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

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 STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at El Rodeo School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

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>.

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/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	31.7%	24.4%	15.9%
Seventh	21.1%	30.5%	23.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	El Rodeo			BHUSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	78	78	79	80	80	79	54	56	55
Math	72	70	71	66	66	68	49	50	50
History	85	86	81	74	77	74	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Assessment of Student Performance and
Progress/Standardized Testing and Reporting
All Students**

Percentage of Students Scoring at Proficient and Advanced Levels

	EI Rodeo			BHUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	85	85	77	82	82	83	60	59	61

**California Assessment of Student Performance and
Progress Results by Student Group in Science
2013-14**

**Percentage of Students Scoring at
Proficient and Advanced Levels**

BHUSD	83
EI Rodeo	77
Male	78
Female	76
African American	
American Indian or Alaskan Native	
Asian	64
Filipino	
Hispanic or Latino	
Hawaiian or Pacific Islander	
White (not Hispanic)	79
Two or More Races	
Economically Disadvantaged	64
English Learners	
Students with Disabilities	43
Migrant Education	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Academic Performance Index
Three-Year Performance Comparison**

	EI Rodeo Base API Rank:		
	2010-11	2011-12	2012-13
Statewide Rank	9	9	9
Similar Schools Rank	5	3	4
	Actual API Change		
	2010-11	2011-12	2012-13
All Students	-1	-2	-1
Ethnic Subgroups			
African American			
American Indian or Alaskan Native			
Asian			
Filipino			
Hispanic or Latino			
Hawaiian or Pacific Islander			
White (not Hispanic)	-1		-3
Two or More Races			
Other Subgroups			
Economically Disadvantaged			
English Learners			
Students with Disabilities			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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 EI 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 2013-14, EI Rodeo School qualified for Targeted Assistance Title I funding 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 PI Status
2014-15**

PI Status	EI Rodeo	BHUSD
	First Year of PI Implementation	Not in PI
Year in PI	N/A	N/A
# Schools Currently In PI	N/A	N/A
% Schools Currently In PI		1
		17%

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

**DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.*

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

El Rodeo School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1927; since that time, an increase in enrollment prompted the construction of a two-story building in 1963 (which included a gymnasium, a shop area, and music rooms) and a three-story building adding more classrooms in the latter part of the 1960's. 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
Bldg. Square Footage	51,514
	Quantity
# of Permanent Classrooms	45
# of Portable Classrooms	2
# of Restrooms (student use)	6 sets
Computer Lab	2
Auditorium	1
Cafeteria	1
Library	1
Multipurpose Room	1
Staff Lounge	1
Teacher Work Room	1
Living Science Lab	1

2013-14 Campus Improvement Projects

- Completion of installing of mesh on external fences for safety of students
- Renovation of an A/C chiller system

2014-15 Planned Campus Improvements

- Renovation of sewer system
- Addition of a tile wall in the first grade hallway

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 2013-14 school year, district representatives and architects finalized two schemes for the modernization/addition projects. The architects continued with the design drawings for the auditorium ceiling replacement project which is in the final construction document phase. The emergency lighting project, chiller replacement plant project, and the sanitary sewer replacement project were all sent out to bid.

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. 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. An EBI Campus Security Officer is on the campus all day to monitor student activity.

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 December 6, 2014. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas, disclosing the operational status in each of those areas.

SCHOOL 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 2014, and shared with school staff in August 2014.

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 groundskeeper are assigned to El Rodeo School and work closely with the principal for routine maintenance, daily custodial duties, and preparation for special events. Administrators and the 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. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, and other facilities; daily duties include cleaning student desktops. The groundskeeper is responsible for general landscaping and irrigation projects for the campus of the El Rodeo School.

DEFERRED MAINTENANCE

During the 2013-14 school year, the Beverly Hills Unified School District did not receive any deferred maintenance funds from the State School Deferred Maintenance Program. This Program 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.

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 –

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date:	Good	Fair	Poor	
December 6, 2014				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			Area 137, 160, 333, & Custodian Closet 235 - Needs to be cleaned and organized
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			Area 129 - Room needs to be free of furniture; Area 133 - Items need to be moved out
Structural	✓			Area 203 - Ceiling tiles need to be replaced due to water damage
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

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.

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 K-5 classrooms to lead character education 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.

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 1-8 attend a expectation assembly at the beginning of the school year that outlines school rules and behavior expectations. 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 acknowledge 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.

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.

Suspensions and Expulsions

	EI Rodeo			BHUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions (#)	22	21	8	185	157	84	366629	329370	279383
Expulsions (#)	0	0	0	2	3	1	9553	8266	6611

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

EI Rodeo has implemented a Safe Schools Ambassadors program. Student bystanders are a critical and underutilized resource for positively impacting the crisis of bullying in our schools. They see, hear, and know things adults don't, can intervene in ways adults can't and are often on the scene of an incident before an adult. The Safe School Ambassadors program (SSA) empowers student bystanders to speak up and intervene with their peers in bullying related incidents. The program engages the socially influential leaders of a school's diverse cliques. These leaders are carefully identified through student and staff surveys. They are selected based upon specific criteria, such as: strong position and influence in their peer group, good communication skills, and a history of standing up for friends. They participate in a two day interactive training along with several adults who serve as program mentors. The training gives student Ambassadors the motivation and skills to resolve conflicts, defuse incidents, and support isolated and excluded students. After the training, small group meetings of Ambassadors are held every few weeks. These meetings, led by the adult mentors, provide time for strengthening skills, support data collection and analysis of Ambassador interventions, and help sustain student and adult commitment to the program.

ENRICHMENT ACTIVITIES

Students are encouraged to participate in EI 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. Lunchtime enrichment activities of a garden program or the game of chess are offered at EI Rodeo. 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 Classrooms

Grade	Average Class Size	2011-12		
		Number of Classes*		
		1-20	21-32	33+
K	16.7	3		
1	19.3	3		
2	20.0	2		
3	18.3	4		
4	21.7	2	1	
5	28.3		3	
2012-13				
K	20.0	3		
1	19.0	3		
2	16.0	4		
3	17.0	3		
4	28.0		3	
5	17.0	3	3	
2013-14				
K	16.0	4		
1	20.0	3		
2	16.0	4		
3	20.0	4		
4	27.0		2	
5	18.0	4	3	

**Number of classes indicates how many classes fall into each size category (a range of total students per classroom).*

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Beverly Hills Unified School District are aligned to the Common Core State Standards. 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

2011-12	2012-13	2013-14
3	3	3

During the 2013-14 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. District-sponsored workshops offered during the 2013-14 school year included:

- Benchmark Assessments
- Common Core and Curriculum Assessments
- Department Collaboration
- Envision Math Training
- JupiterGrades Analytics Training
- Pearson Digital Resources
- SBAC Training
- STEM Roundtable
- Strategies for Differentiation and Student Engagement Strategies

EI Rodeo offers professional development days with site-based training which take 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 2013-14 school year focused on:

Teaching Load Distribution Departmentalized Instruction

Subject	Average Class Size	2011-12		
		Number of Classes*		
		1-20	21-32	33+
English	21.7	5	5	0
Math	22.3	4	5	0
Science	28.3	1	6	0
History	28.9	0	7	0
2012-13				
English	22	5	5	0
Math	23	3	6	0
Science	25	2	7	0
History	22	3	6	0
2013-14				
English	23	3	7	0
Math	24	3	6	0
Science	25	2	6	0
History	25	2	7	0

**Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.*

- 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
- JupiterGrades Training
- SBAC Training
- Best Practices, New Practices
- Student Success and Teacher Analysis of Results
- Development of Student Intervention Documentation
- Articles studies on personalization related to student work
- Vertical & Horizontal group collaboration on student issues

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 Hills Unified School District; training sessions provide an overview of general policies and practices; curriculum and instruction; and technology based tools. The Peer Assistance and Review program is designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers.

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 Common Core State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's 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 September 23, 2014, 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 #2014-2015-004 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 2014-15 school year, 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 Common Core State Standards.

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 Kevin Allen is in his first year as principal of El Rodeo School. 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 several times throughout the year. 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 Common Core State Standards 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 strategies are considered to help

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2002	Yes	Houghton Mifflin - A legacy of Literacy	0%	K
2002	Yes	Houghton Mifflin - Student Anthologies	0%	1-5
2002	Yes	Prentice Hall - Timeless Voices, Timeless Themes	0%	6-8
Math				
2013-2014	Yes	Pearson - enVisionMATH California Common Core © 2015	0%	K-5
2013-2014	Yes	Houghton-Mifflin - Big Ideas Math: California Course 1, 2 & 3 © 2015	0%	6-8
2013-2014	Yes	Houghton-Mifflin - Big Ideas Math: Accelerated Course 2 © 2015	0%	7
2013-2014	Yes	Houghton-Mifflin - Larson Big Ideas Math: Algebra I © 2015	0%	8
Science				
2008	Yes	Houghton Mifflin - Harcourt Science	0%	K-5
2008	Yes	Prentice Hall - Focus on Earth Science	0%	6
2008	Yes	Prentice Hall - Focus on Life Science	0%	7
2008	Yes	Prentice Hall - Focus on Physical Science	0%	8
Social Science				
2007	Yes	Scott Foresman - Scott Foresman History - Social Science for California	0%	K-5
2007	Yes	Holt, Rinehart & Winston - World History, Ancient Civilizations	0%	6
2007	Yes	Holt, Rinehart & Winston - World History, Medieval to Early Modern Times	0%	7
2007	Yes	Holt, Rinehart & Winston - U.S. History, Independence to 1914	0%	8

The textbooks and instructional materials used by the school are selected from the State Board of Education's most recent adoption.

Textbook information was obtained from district office personnel in January 2015.

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 co-teaching instruction with classroom teachers in cluster classes with K-8 students. 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 in the format of a study skills elective.

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 who have been recognized as high achievers by their teachers and through district testing. The goal of the GATE program is to provide original, interdisciplinary curricula that challenges and inspires gifted students. The curriculum is differentiated to provide a variety of instructional strategies structured so that individual student experiences/activities can vary in acceleration, depth, complexity or degree of novelty.

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:

- Math and Language Arts Tutorial: students in sixth and seventh grade scoring at the Basic level or below on state math assessments can 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.

- Study Hall: a weekly advisory study hall where students can receive support from certificated teachers.
- RSI Aide: a reading intervention program working with kindergarten and first grade students.
- Math Tutoring: before and after school tutoring support assistance for students struggling with math.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

El Rodeo School recruits and employs the most qualified credentialed teachers. For the 2013-14 school year, the school employed 45 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order 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.

	El Rodeo			BHUSD		
	12-13	13-14	14-15	12-13	13-14	14-15
Total Teachers	45	45	49	282	282	296
Teachers with Full Credential	45	45	49	282	282	295
Teachers without Full Credential	0	0	0	0	0	1
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	2	3	4	7
Total Teacher Misassignments*	0	0	2	7	9	9
Teacher Vacancies	0	0	1	2	2	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.

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.

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.

NCLB Compliance Percentage of Classes in Core Academic Subjects:

	2013-14	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
El Rodeo	100.0%	
District Totals		
All Schools	100.0%	
High-Poverty Schools	-	-
Low-Poverty Schools	100.0%	

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Counselors and Support Personnel (Nonteaching Professional Staff)

	2013-14	
	No. of Staff	FTE*
Academic Counselor	0	0.0
Psychologist	1	0.6
Nurse	1	0.2
Health Clerk	1	1.0
Counselor	1	0.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

EXPENDITURES PER STUDENT

For the 2012-13 school year, Beverly Hills Unified School District spent an average of \$12,166 of total general funds to educate each student (based on 2012-13 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2012-13

	BHUSD	State
		Average of Districts in Same Category
Beginning Teacher Salary	45,631	38,920
Mid-Range Teacher Salary	72,110	59,803
Highest Teacher Salary	85,530	78,096
Average Principal Salaries:		
Elementary School	124,577	95,836
High School	135,750	107,599
Superintendent Salary	231,668	151,912
Percentage of Budget For:		
Teacher Salaries	40	37
Administrative Salaries	5	6

For detailed information on salaries, see the CDE *Certificated Salaries & Benefits Web page* at <http://www.cde.ca.gov/ds/fd/cs/>.

Current Expense of Education Per Pupil 2012-13

Expenditures Per Pupil	Dollars Spent Per Student				
	El Rodeo	BHUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,652	N/A	N/A	N/A	N/A
Restricted (Supplemental)	223	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,429	6,802	94.5%	4,690	137.1%
Average Teacher Salary	63,513	68,436	96.5%	63,037	100.8%

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

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Adult Education
- Class Size Reduction, Grades K-3 (Optional)
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, IV
- 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