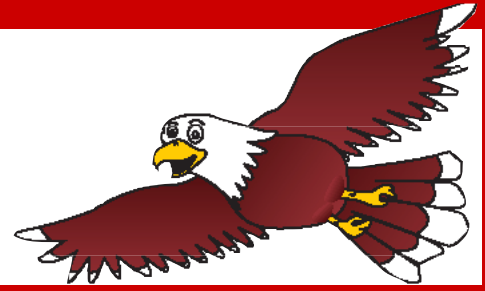




# EL RODEO SCHOOL



## 2014-15 Annual School Accountability Report Card

A Report of 2014-15 Activity Published in January 2016

### El Rodeo School Grades K-8

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### Board of Education

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Lisa Korbatov  
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Shawn Ahdout

### District Administration

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Superintendent

La Tanya Kirk-Carter  
Chief Administrative Officer

Jennifer Tedford, Ed.D.  
Chief Academic Officer

Yolanda Mendoza  
Chief Human Resource Officer

Eitan Aharoni  
Chief Facilities Officer

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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 December 2015 and school facilities documentation referred to in this report were acquired in January 2016.*

### 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 4,200 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of four K-8 schools, one comprehensive high school, and one continuation high school.

### 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 2014-15 school year, El Rodeo School served 677 students in grades K-8. Student enrollment included 10.3% receiving special education services, 2.1% qualifying for English Language Learner support, and 4.4% 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.

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 2014-15

Ethnic Group	%	Grade Level	#
African American	2.8%	Kindergarten	59
American Indian or Alaskan Native	0.6%	Grade 1	72
Asian	7.4%	Grade 2	60
Filipino	0.7%	Grade 3	74
Hawaiian or Pacific Islander	0.3%	Grade 4	83
Hispanic or Latino	5.0%	Grade 5	57
White (not Hispanic)	80.9%	Grade 6	102
Two or More Races	2.2%	Grade 7	71
Socioeconomically Disadvantaged	4.4%	Grade 8	99
English Learners	2.1%		
Students with Disabilities	10.3%		
Migrant Education		Total	
Foster Youth		Enrollment	677

### 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.

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

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

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.

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.

## 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, Fun Run, 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. Quarterly progress reports are distributed to sixth, seventh, and eighth grade students every ten 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](http://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

### 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 assessments by 2014. Meeting 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. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 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/](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 Results Reported by Indicator and Compared to District Performance 2014-15

Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?		
AYP Criteria	El Rodeo	BHUSD
Overall Performance	Yes	Yes
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	Yes
Attendance Rates	Yes	Yes
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	5/5	16/16
Number of Criteria Possible		

### 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 2014-15

Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	79.3%	48.3%	13.8%
Seventh	83.8%	64.9%	20.3%

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.

### CALIFORNIA STANDARDS TESTS (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. 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.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/sr/cstsciref.asp](http://www.cde.ca.gov/ta/tg/sr/cstsciref.asp).

### CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

### California StandardsTest (CST)

#### All Students

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

	El Rodeo			BHUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	85	76	82	82	82	83	59	61	56

### California Standards Test (CST)

#### Results by Student Subgroup

#### 2014-15

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

BHUSD	83
El Rodeo	82
Male	83
Female	81
White (not Hispanic)	83

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.

## California Assessment of Student Performance and Progress

### All Students

#### Percentage of Students Meeting or Exceeding the State Standards

2014-15

	El Rodeo	BHUSD	CA
English-Language Arts/Literacy	73	70	44
Mathematics	59	59	33

Note: Students in grades 3-8 and 11 are given this test. 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.

## 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 2014-15, El Rodeo School qualified for Targeted Assistance Title I funding and is therefore

### CAASPP Assessment Results Disaggregated by Student Groups 2014-15

	English Language Arts/Literacy							Mathematics						
				Achievement Level							Achievement Level			
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
<b>Grade 3</b>														
All Students Tested	81	77	95.1%	19.0%	18.0%	19.0%	43.0%	81	79	97.5%	11.0%	19.0%	39.0%	30.0%
Male	81	35	43.2%	26.0%	17.0%	17.0%	40.0%	81	35	43.2%	14.0%	14.0%	31.0%	40.0%
Female	81	42	51.9%	14.0%	19.0%	21.0%	45.0%	81	44	54.3%	9.0%	23.0%	45.0%	23.0%
African American	81	2	2.5%	-	-	-	-	81	2	2.5%	-	-	-	-
American Indian or Alaskan Native	81	1	1.2%	-	-	-	-	81	1	1.2%	-	-	-	-
Asian	81	9	11.1%	-	-	-	-	81	11	13.6%	27.0%	18.0%	36.0%	18.0%
Hispanic or Latino	81	1	1.2%	-	-	-	-	81	1	1.2%	-	-	-	-
White (not Hispanic)	81	62	76.5%	16.0%	18.0%	18.0%	48.0%	81	62	76.5%	8.0%	16.0%	42.0%	34.0%
Two or More Races	81	2	2.5%	-	-	-	-	81	2	2.5%	-	-	-	-
Socioeconomically Disadvantaged	81	2	2.5%	-	-	-	-	81	2	2.5%	-	-	-	-
English Learners	81	1	1.0%	-	-	-	-	81	3	3.7%	-	-	-	-
Students with Disabilities	81	13	16.0%	31.0%	38.0%	8.0%	23.0%	81	13	16.0%	31.0%	23.0%	38.0%	8.0%
<b>Grade 4</b>														
All Students Tested	87	82	94.3%	11.0%	16.0%	35.0%	38.0%	87	83	95.4%	2.0%	29.0%	37.0%	30.0%
Male	87	38	43.7%	16.0%	16.0%	37.0%	32.0%	87	39	44.8%	5.0%	31.0%	28.0%	33.0%
Female	87	44	50.6%	7.0%	16.0%	34.0%	43.0%	87	44	50.6%	0.0%	27.0%	45.0%	27.0%
African American	87	1	1.1%	-	-	-	-	87	1	1.1%	-	-	-	-
American Indian or Alaskan Native	87	2	2.3%	-	-	-	-	87	2	2.3%	-	-	-	-
Asian	87	6	6.9%	-	-	-	-	87	6	6.9%	-	-	-	-
Filipino	87	3	3.4%	-	-	-	-	87	3	3.4%	-	-	-	-
Hispanic or Latino	87	5	5.7%	-	-	-	-	87	6	6.9%	-	-	-	-
White (not Hispanic)	87	63	72.4%	10.0%	21.0%	33.0%	37.0%	87	63	72.4%	3.0%	27.0%	38.0%	32.0%
Two or More Races	87	2	2.3%	-	-	-	-	87	2	2.3%	-	-	-	-
Socioeconomically Disadvantaged	87	4	4.6%	-	-	-	-	87	4	4.6%	-	-	-	-
English Learners	87	1	1.1%	-	-	-	-	87	2	2.3%	-	-	-	-
Students with Disabilities	87	10	11.5%	-	-	-	-	87	10	11.5%	-	-	-	-
<b>Grade 5</b>														
All Students Tested	58	58	100.0%	17.0%	27.0%	33.0%	22.0%	58	58	100.0%	12.0%	43.0%	31.0%	14.0%
Male	58	30	51.7%	23.0%	40.0%	27.0%	10.0%	58	30	51.7%	17.0%	53.0%	17.0%	13.0%
Female	58	28	48.3%	11.0%	14.0%	39.0%	36.0%	58	28	48.3%	7.0%	32.0%	46.0%	14.0%
African American	58	5	8.6%	-	-	-	-	58	5	8.6%	-	-	-	-
Asian	58	3	5.2%	-	-	-	-	58	3	5.2%	-	-	-	-
Hispanic or Latino	58	5	8.6%	-	-	-	-	58	5	8.6%	-	-	-	-
White (not Hispanic)	58	45	77.6%	16.0%	29.0%	31.0%	24.0%	58	45	77.6%	9.0%	51.0%	22.0%	18.0%
Socioeconomically Disadvantaged	58	7	12.1%	-	-	-	-	58	7	12.1%	-	-	-	-
Students with Disabilities	58	7	12.1%	-	-	-	-	58	7	12.1%	-	-	-	-
<b>Grade 6</b>														
All Students Tested	108	105	97.2%	13.0%	20.0%	46.0%	20.0%	108	106	98.1%	18.0%	34.0%	24.0%	25.0%
Male	108	52	48.1%	13.0%	25.0%	42.0%	17.0%	108	52	48.1%	23.0%	21.0%	19.0%	37.0%
Female	108	53	49.1%	13.0%	15.0%	49.0%	23.0%	108	54	50.0%	13.0%	46.0%	28.0%	13.0%
African American	108	3	2.8%	-	-	-	-	108	3	2.8%	-	-	-	-
Asian	108	7	6.5%	-	-	-	-	108	8	7.4%	-	-	-	-
Filipino	108	0	0.0%	-	-	-	-	108	0	0.0%	-	-	-	-
Hispanic or Latino	108	6	5.6%	-	-	-	-	108	6	5.6%	-	-	-	-
Hawaiian or Pacific Islander	108	1	0.9%	-	-	-	-	108	1	0.9%	-	-	-	-
White (not Hispanic)	108	87	80.6%	14.0%	18.0%	49.0%	18.0%	108	87	80.6%	18.0%	36.0%	23.0%	23.0%
Two or More Races	108	1	0.9%	-	-	-	-	108	1	0.9%	-	-	-	-
Socioeconomically Disadvantaged	108	6	5.6%	-	-	-	-	108	6	5.6%	-	-	-	-
English Learners	108	2	1.9%	-	-	-	-	108	3	2.8%	-	-	-	-
Students with Disabilities	108	14	13.0%	50.0%	43.0%	7.0%	0.0%	108	14	13.0%	64.0%	21.0%	14.0%	0.0%
<b>Grade 7</b>														
All Students Tested	75	73	97.3%	5.0%	8.0%	45.0%	41.0%	75	73	97.3%	12.0%	12.0%	29.0%	47.0%
Male	75	42	56.0%	7.0%	5.0%	45.0%	43.0%	75	42	56.0%	7.0%	5.0%	31.0%	57.0%
Female	75	31	41.3%	3.0%	13.0%	45.0%	39.0%	75	31	41.3%	19.0%	23.0%	26.0%	32.0%
African American	75	3	4.0%	-	-	-	-	75	3	4.0%	-	-	-	-
Asian	75	5	6.7%	-	-	-	-	75	5	6.7%	-	-	-	-
Filipino	75	0	0.0%	-	-	-	-	75	0	0.0%	-	-	-	-
Hispanic or Latino	75	4	5.3%	-	-	-	-	75	4	5.3%	-	-	-	-
White (not Hispanic)	75	57	76.0%	5.0%	4.0%	46.0%	46.0%	75	57	76.0%	9.0%	9.0%	33.0%	49.0%
Two or More Races	75	4	5.3%	-	-	-	-	75	4	5.3%	-	-	-	-
Socioeconomically Disadvantaged	75	2	2.7%	-	-	-	-	75	2	2.7%	-	-	-	-
Students with Disabilities	75	5	6.7%	-	-	-	-	75	5	6.7%	-	-	-	-
<b>Grade 8</b>														
All Students Tested	100	97	97.0%	4.0%	8.0%	46.0%	41.0%	100	99	99.0%	16.0%	31.0%	20.0%	32.0%
Male	100	44	44.0%	7.0%	14.0%	43.0%	36.0%	100	45	45.0%	16.0%	29.0%	13.0%	42.0%
Female	100	53	53.0%	2.0%	4.0%	49.0%	45.0%	100	54	54.0%	17.0%	33.0%	26.0%	24.0%
African American	100	1	1.0%	-	-	-	-	100	1	1.0%	-	-	-	-
American Indian or Alaskan Native	100	1	1.0%	-	-	-	-	100	1	1.0%	-	-	-	-
Asian	100	8	8.0%	-	-	-	-	100	9	9.0%	-	-	-	-
Filipino	100	1	1.0%	-	-	-	-	100	1	1.0%	-	-	-	-
Hispanic or Latino	100	7	7.0%	-	-	-	-	100	8	8.0%	-	-	-	-
Hawaiian or Pacific Islander	100	1	1.0%	-	-	-	-	100	1	1.0%	-	-	-	-
White (not Hispanic)	100	78	78.0%	4.0%	5.0%	47.0%	44.0%	100	78	78.0%	17.0%	28.0%	22.0%	33.0%
Socioeconomically Disadvantaged	100	4	4.0%	-	-	-	-	100	4	4.0%	-	-	-	-
Students with Disabilities	100	7	7.0%	-	-	-	-	100	7	7.0%	-	-	-	-

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded

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 2015-16		
	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
# Schools Currently In PI	1	
% Schools Currently In PI		17%

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

## 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 multipurpose room, 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.

#### 2014-15 Campus Improvements:

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

#### 2015-16 Planned Campus Improvements:

- Continue with modernization project
- Retrofit buildings to bring them up to code

Campus Description	
Year Built	1927
Acreage	5.82
Bldg. Square Footage	51,514
	<b>Quantity</b>
# 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

### 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. During the 2014-15 school year, the sanitary sewer and emergency lighting projects were completed, and the design development was updated to include the enhanced modernization scope. This phase of the project should be completed by September 2015.

### 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.

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 January 19, 2016. 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.

The School Facilities & Safety section of the SARC is based on the Office of Public School Construction (OPSC) Facility Inspection Tool (FIT). The FIT uses specific criteria for a visual inspection, and is not based on exhaustive structural analyses. Under the FIT criteria, all buildings have been rated as either "Good" or "Fair," except three spaces that have already been closed down pending planned upgrades.

Through structural analyses, 14 buildings/spaces have been identified as eligible for State matching funds for seismic mitigation (SMP). Nine of these are being completed under Measure E, with the remaining five to be completed under a future bond. See table below for status of all buildings.

In addition to the buildings eligible for SMP, other buildings are being either modernized or replaced under Measure E, or a future bond. See table below for status of all buildings.

This is a link of related detailed reports:  
<https://www.dropbox.com/sh/hcr9azjop5i6gik/AAAt8jVnd-hcKxkEgeJ7-kNka?dl=0>

### 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

SMP Project	Building(s)	Phase 2/3 Approved by DSA	Submitted to OPSC for Conceptual Approval	Measure E Funding	Status
64311-50	El Rodeo Buildings A, B & C	Yes	Yes	Yes	Construction beginning Summer 2016
64311-49	El Rodeo Building D	Yes	Yes	Yes	Construction beginning Summer 2016
N/A	El Rodeo Building E	N/A	N/A	No	No seismic work needed; architects and engineers currently designing general modernization for future Bond

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date:	Good	Fair	Poor	Repair Needed and Action Taken or Planned
January 19, 2016				
Systems	✓			
Interior Surfaces	✓			Classrooms E2-314, E2-316 & E2-318 - Water damage ceiling tile
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
	✓			

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

notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current school site safety plan was reviewed, updated, and shared with school staff in December 2015.

## 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.

## 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 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									
	El Rodeo			BHUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	21	8	10	157	84	90	329,370	279,383	243,603
Expulsions (#)	0	0	0	3	1	2	8,266	6,611	5,692

*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.*

El 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 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. Lunchtime enrichment activities of a garden program or the game of chess are offered at El 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				
2012-13				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
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	
2014-15				
K	20.0	3		
1	18.0	4		
2	20.0	3		
3	19.0	4		
4	28.0		3	
5	28.0		3	

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

### Teaching Load Distribution Departmentalized Instruction

2012-13				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
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
2014-15				
English	21	5	3	0
Math	24	4	3	0
Science	23	3	5	0
History	24	3	5	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.

## 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.

During the 2014-15 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 2014-15 school year included:

- Common Core/Next Generation Science Standards Workshops
- Co-Teaching Strategies
- CPR Training
- Technology Best Practices
- Writers Workshop

### Staff Development Days Three-Year Trend

2012-13	2013-14	2014-15
3	3	3

El 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 2014-15 school year focused on:

- Differentiated Instruction
- STEM Training
- 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 currently being 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 adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. For a period of 30 days prior to adoption, parents may visit the district office to review textbooks that have been recommended for adoption by the Board of Education.

On September 29, 2015, 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 #2015-2016-005 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.

### 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

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

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 2015-16 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 second 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 instructional leadership team is comprised of the principal, assistant principal, and grade level representatives and meet every other 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 currently being 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 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. 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. GATE students have the opportunity to participate in Star Education which is offered on late start Wednesdays throughout the year.

### 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.
- Supplemental Math and Language Arts: assistance in math and English Language Arts for second grade students

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

El Rodeo School recruits and employs the most qualified credentialed teachers. For the 2014-15 school year, the school employed 49 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		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	45	49	47	282	296	309
Teachers with Full Credential	45	49	47	282	295	309
Teachers without Full Credential	0	0	0	0	1	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	2	0	4	7	1
Total Teacher Misassignments*	0	2	1	9	9	3
Teacher Vacancies	0	0	1	2	1	0

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 following table 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/>.

**NCLB Compliance**  
**Percentage of Classes in Core Academic**  
**Subjects:**

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2014-15		
EI Rodeo	100.0%	
District Totals		
All Schools	99.0%	1.0%
High-Poverty Schools	-	-
Low-Poverty Schools	99.0%	1.0%

*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.*

**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.

**Counselors and Support Personnel**  
**(Nonteaching Professional Staff)**

2014-15

	No. of Staff	FTE*
Academic Counselor	1	0.5
Psychologist	1	0.6
Nurse	1	0.2
Health Clerk	1	1.0

\*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.

**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 AYP, CST, CAASPP, 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

**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 2013-14 school year, Beverly Hills Unified School District spent an average of \$13,268 of total general funds to educate each student (based on 2013-14 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**

2013-14

Expenditures Per Pupil	Dollars Spent Per Student				
	EI Rodeo	BHUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,217	N/A	N/A	N/A	N/A
Restricted (Supplemental)	175	N/A	N/A	N/A	N/A
Unrestricted (Basic)	8,042	8,515	94.4%	5,348	150.4%
Average Teacher Salary	72,469	77,311	103.8%	65,267	111.0%

*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 2013-14 school year, the district received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs

**Salary Comparison**  
**2013-14**

	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	-	40,379
Mid-Range Teacher Salary	74,454	62,323
Highest Teacher Salary	90,020	81,127
Average Principal Salaries:		
Elementary School	118,131	99,192
High School	128,100	112,088
Superintendent Salary	249,000	159,821
Percentage of Budget For:		
Teacher Salaries	35	36
Administrative Salaries	4	6

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