



EL RODEO SCHOOL



2017-18 Annual School Accountability Report Card

A Report of 2017-18 Activity Published in January 2019

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 data and the school facilities documentation referred to in this report were acquired in January 2019.

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 DESCRIPTION

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 4,000 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of four K-8 schools, one comprehensive high school, and one continuation high school.

DISTRICT MISSION

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

SCHOOL DESCRIPTION

El Rodeo School is located in the western region of the district. During the 2017-18 school year, El Rodeo School served 600 students in grades K-8. Student enrollment included 8.8% receiving special education services, 5.2% qualifying for English Language Learner support, and 13.2% 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.

Student Enrollment by Student Group and Grade Level 2017-18

| Student Group | % of Total Enrollment | Grade Level | # of Students |
|-----------------------------------|-----------------------|------------------|---------------|
| Black or African American | 3.2% | Kindergarten | 60 |
| American Indian or Alaskan Native | 0.2% | Grade 1 | 43 |
| Asian | 10.1% | Grade 2 | 56 |
| Filipino | 0.8% | Grade 3 | 55 |
| Hawaiian or Pacific Islander | 0.2% | Grade 4 | 71 |
| Hispanic or Latino | 5.7% | Grade 5 | 81 |
| White | 76.3% | Grade 6 | 84 |
| Two or More Races | 3.5% | Grade 7 | 78 |
| Socioeconomically Disadvantaged | 13.2% | Grade 8 | 72 |
| English Learners | 5.2% | | |
| Students with Disabilities | 8.8% | | |
| Foster Youth | | Total Enrollment | 600 |

SCHOOL VISION

The vision of El Rodeo School is that our scholars engage in a rigorous educational program across all disciplines. The curriculum is integrated with a variety of instructional strategies, arts programs, and current technology. Staff, parents, and students collaborate to meet the individual needs of our scholars in a safe and nurturing environment conducive to teaching and learning. We promote respect for the diversity of all and El Rodeo scholars take pride in their connection to our learning community. We encourage social and civic responsibility, and provide opportunities to practice those values. Our vision is to create lifelong learners who are meaningful contributors to society.

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in 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. Our Aeries student information system includes a parent communication component that allows school personnel to email families

regarding school events and news. 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

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/>.

California Physical Fitness Test Results 2017-18

| Grade Level | % of Standards Met: | | |
|-------------|---------------------|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| Fifth | 16.0% | 32.1% | 9.9% |
| Seventh | 10.3% | 43.6% | 33.3% |

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 ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress Test Results in Science All Students

Percentage of Students Meeting or Exceeding the State Standards

| | El Rodeo | | BHUSD | | CA | |
|-----------------------------|----------|-------|-------|-------|-------|-------|
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science (Grades 5, 8, & 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

The 2016-17 data is not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight

Percentage of Students Meeting or Exceeding the State Standards

| | El Rodeo | | BHUSD | | CA | |
|--------------------------------|----------|-------|-------|-------|-------|-------|
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| English-Language Arts/Literacy | 80 | 86 | 75 | 77 | 48 | 50 |
| Mathematics | 69 | 68 | 65 | 63 | 37 | 38 |

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.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)
2017-18**

| | English Language Arts/Literacy | | | | Mathematics | | | |
|-----------------------------------|--------------------------------|---------------|----------------|-------------------------|------------------|---------------|----------------|-------------------------|
| | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students Tested | 447 | 437 | 97.76% | 85.81% | 447 | 442 | 98.88% | 67.80% |
| Male | 238 | 230 | 96.64% | 83.48% | 238 | 235 | 98.74% | 68.80% |
| Female | 209 | 207 | 99.04% | 88.41% | 209 | 207 | 99.04% | 66.67% |
| Black or African American | 17 | 17 | 100.00% | 70.59% | 17 | 17 | 100.00% | 70.59% |
| American Indian or Alaskan Native | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | 47 | 43 | 91.49% | 88.37% | 47 | 46 | 97.87% | 80.43% |
| Filipino | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 26 | 96.30% | 80.77% | 27 | 26 | 96.30% | 57.69% |
| Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- |
| White | 331 | 327 | 98.79% | 86.85% | 331 | 329 | 99.40% | 68.90% |
| Two or More Races | 17 | 16 | 94.12% | 81.25% | 17 | 16 | 94.12% | 31.25% |
| Socioeconomically Disadvantaged | 63 | 61 | 96.83% | 75.41% | 63 | 62 | 98.41% | 50.00% |
| English Learners | 35 | 29 | 82.86% | 58.62% | 35 | 34 | 97.14% | 45.45% |
| Students with Disabilities | 46 | 46 | 100.00% | 54.35% | 46 | 46 | 100.00% | 39.13% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- |

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

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.

2017-18 Campus Improvements:

- Continue with modernization project (Projected completion Fall 2021)
- Construction and improvements to the auditorium
- Retrofit buildings to bring them up to code

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.

| Campus Description | |
|--------------------------------|-----------------|
| Year Built | 1927 |
| Acreage | 5.82 |
| Bldg. Square Footage | 51.514 |
| | Quantity |
| # of Permanent Classrooms | 8 |
| # of Portable Classrooms | 37 |
| # of Restrooms (student use) | 4 sets |
| Computer Lab | 1 |
| Cafeteria | 1 |
| Library | 1 |
| Staff Lounge/Teacher Work Room | 2 |

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. The "Measure E Construction Activities" chart contained within this report provides current information as to the status of Measure E projects.

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 kinder area 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 7:30 a.m. and 8:00 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 allowed on campus after checking in with security at the front gate. 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 30, 2019. 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 adjacent for status of all buildings.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for El Rodeo School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current school site safety plan was reviewed, updated, and shared with school staff in November 2018.

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 Pyramid of Success, character development program created and successfully utilized by famed UCLA basketball coach John Wooden. Each month students focus on the blocks that make up the pyramid such as Hard Work & Enthusiasm, Friendship & Loyalty, Cooperation, Self-Control & Determination, Alertness & Action, Fitness & Skill, Team Spirit, Poise & Confidence, and Personal Best. Each month the corresponding trait is emphasized in themed activities and class discussions. All school staff encourage students to practice the Pyramid of Success while at school and at home. This program will further be supported by a partnership with the Maple Counseling Center which works with El Rodeo students in various grade levels.

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

Measure E Construction Activities

Completed Bond Projects in 2017-18

Make Ready Project
Buildings A, B, C and D abatement and demolition
Temporary parking
Additional security fencing

Planned Bond Projects in 2018-19

Modernization of buildings A, B, C and D

School Facility Good Repair Status

| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|---------------------|---------------|------|------|---|
| Inspection Date: | Good | Fair | Poor | |
| January 30, 2019 | | | | |
| Systems | ✓ | | | |
| Interior Surfaces | | ✓ | | E1-212 PC Lab, E1-219 Library Reading Room Storage, Main Office, E2-314, E2-315 & E2-317, E2-318 Classrooms & Rooms 4, 8, 18, 21 & 29 Classrooms - Replace ceiling tiles |
| Cleanliness | | ✓ | | |
| Electrical | | ✓ | | E2-315 Classroom, E2-321 Fan Room, EBasement-116 Classroom, Main Office & Rooms 11, 13, 24, 27 Classrooms - Replace light bulbs; E2-316 Classroom & Room 6 Classroom - Replace light bulbs and fix ballast; Room 15 Classroom - Replace light bulbs and ballast |
| Restrooms/Fountains | ✓ | | | |
| Safety | ✓ | | | |
| Structural | ✓ | | | |
| External | ✓ | | | |

Overall Summary of School Facility Good Repair Status

| Overall Summary | Exemplary | Good | Fair | Poor |
|-----------------|-----------|------|------|------|
| | | ✓ | | |

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.

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 are awarded certificates to recognize positive behavior as outlined in the Wooden's Pyramid for Success. 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 and quarterly rewards.

Suspensions and Expulsions

| | El Rodeo | | | BHUSD | | | CA | | |
|-------------|----------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Suspensions | 2.20% | 2.50% | 3.10% | 2.30% | 3.50% | 3.90% | 3.70% | 3.60% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.05% | 0.00% | 0.09% | 0.09% | 0.08% |

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, math club, musical theater, robotics, leadership, chess club, and student council are offered at El Rodeo.

CLASS SIZE

The Class Size Distribution (grades K-5) and Class Size 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.

| Average Class Size and Class Size Distribution | | | | |
|--|--------------------|--------------------|-------|-----|
| 2015-16 | | | | |
| Grade Level | Average Class Size | Number of Classes* | | |
| | | 1-20 | 21-32 | 33+ |
| K | 20.0 | 3 | | |
| 1 | 20.0 | 3 | | |
| 2 | 19.0 | 4 | | |
| 3 | 16.0 | 5 | | |
| 4 | 26.0 | | | 3 |
| 5 | 27.0 | | | 3 |
| 2016-17 | | | | |
| K | 20.0 | 2 | | |
| 1 | 20.0 | 1 | 2 | |
| 2 | 18.0 | 3 | | |
| 3 | 17.0 | 4 | | |
| 4 | 27.0 | | | 3 |
| 5 | 16.0 | 3 | | 3 |
| 2017-18 | | | | |
| K | 20.0 | 3 | | |
| 1 | 22.0 | | 2 | |
| 2 | 19.0 | 3 | | |
| 3 | 18.0 | 3 | | |
| 4 | 24.0 | | | 3 |
| 5 | 22.0 | 1 | | 3 |

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

Average Class Size and Class Size Distribution

| 2015-16 | | | | |
|----------------|--------------------|--------------------|-------|-----|
| Subject | Average Class Size | Number of Classes* | | |
| | | 1-22 | 23-32 | 33+ |
| English | 20 | 5 | 8 | 0 |
| Math | 23 | 2 | 9 | 0 |
| Science | 24 | 4 | 11 | 0 |
| Social Science | 25 | 1 | 9 | 0 |
| 2016-17 | | | | |
| English | 19 | 5 | 5 | 0 |
| Math | 24 | 4 | 4 | 0 |
| Science | 26 | 2 | 7 | 0 |
| Social Science | 26 | 2 | 5 | 0 |
| 2017-18 | | | | |
| English | 18 | 4 | 5 | 0 |
| Math | 19 | 3 | 5 | 0 |
| Science | 23 | 4 | 5 | 0 |
| Social Science | 24 | 3 | 4 | 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 California State Standards. Staff development concentrations are selected and identified based on the results of staff surveys, state assessment results, and administration/teacher input.

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 2017-18 school year focused on:

- Differentiated Instruction
- STEM Training
- Small Group Instruction
- Learning Environment
- Personalization (Bullying, SST, Continuous Academic Improvement)
- Data Analysis of CAASPP
- Reading & Literacy
- Moving Students from Far Below Basic & Below Basic Performance Levels to the Proficient Level
- Reflective Practice
- JupiterGrades 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
- Technology Integration
- Vertical & Horizontal Group Collaboration on Student Issues

During the 2016-17, 2017-18, and 2018-19 school years, Beverly Hills Unified School District offered professional 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 2016-17, 2017-18, and 2018-19 school years included the following topics:

Professional Development Days & Topics Three-Year Trend

| 2016-17 | | 3 days |
|--|--|--------|
| <ul style="list-style-type: none"> • Instructional Technology • Human Growth Development Training • English Language Arts Adoption | | |
| 2017-18 | | 3 days |
| <ul style="list-style-type: none"> • Technology & Student Responsibilities • Annual Mandated Reporter Training & Assessment • Transformational Teaching and Learning with Technology (Keynote Speaker) • Disaster Assistance Response Team (DART) Training | | |
| 2018-19 | | 3 days |
| <ul style="list-style-type: none"> • The Basics of Mindfulness for Self-Care and Stress Management • Social & Emotional Learning • Cognitive Guided Instruction • Google Basics & Learning Management System | | |

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. California Teacher Induction (CTID) Program, 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 California 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 25, 2018, 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 #2018-2019-006 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 2018-19 school year, all students enrolled in elective classes were provided with a textbook or supplemental materials to use in class and to take home. These materials are in alignment with the California 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 fifth 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 aligned to the California 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

| Textbooks | | | | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
|-----------------------|----------------------------------|--|--|--|
| Year Adopted | From Most Recent State Adoption? | Publisher and Series | | |
| Reading/Language Arts | | | | |
| 2016 | Yes | Benchmark Education - Benchmark Advance | | 0% |
| 2016 | Yes | McGraw-Hill Education - Study Sync | | 0% |
| Math | | | | |
| 2013-2014 | Yes | Pearson - enVisionMATH California Common Core © 2015 | | 0% |
| 2013-2014 | Yes | Houghton-Mifflin - Big Ideas Math: California Course 1, 2 & 3 © 2015 | | 0% |
| 2013-2014 | Yes | Houghton-Mifflin - Big Ideas Math: Accelerated Course 2 © 2015 | | 0% |
| 2013-2014 | Yes | Houghton-Mifflin - Larson Big Ideas Math: Algebra I © 2015 | | 0% |
| Science | | | | |
| 2008 | Yes | Houghton Mifflin - Harcourt Science "Instant | | 0% |
| 2008 | Yes | Houghton Mifflin - Harcourt Science "Unit Big | | 0% |
| 2008 | Yes | Houghton Mifflin - Harcourt Science "Hardcover" | | 0% |
| 2008 | Yes | Prentice Hall - Focus on Earth Science | | 0% |
| 2008 | Yes | Prentice Hall - Focus on Life Science | | 0% |
| 2008 | Yes | Prentice Hall - Focus on Physical Science | | 0% |
| Social Science | | | | |
| 2007 | Yes | Scott Foresman - History - Social Science for California "Learn and Work" | | 0% |
| 2007 | Yes | Scott Foresman - History - Social Science for California "Time and Place" | | 0% |
| 2007 | Yes | Scott Foresman - History - Social Science for California "Then & Now" | | 0% |
| 2007 | Yes | Scott Foresman - History - Social Science for California "Our Communities" | | 0% |
| 2007 | Yes | Scott Foresman - History - Social Science for California "Our California" | | 0% |
| 2007 | Yes | Scott Foresman - History - Social Science for California "Our Nation" | | 0% |
| 2018 | Yes | Teacher's Curriculum Institute: Ancient World | | 0% |
| 2018 | Yes | Teacher's Curriculum Institute: Medieval World & Beyond | | 0% |
| 2018 | Yes | Teacher's Curriculum Institute: US through Industrialism | | 0% |

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 full-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 ELPAC 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:

- 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.
- Before & After School Tutoring: Elementary and middle school students have the opportunity to receive tutoring before or after school by intervention teachers for reading and math.
- Supplemental Math: assistance in math for K-5 students.

PROFESSIONAL STAFF

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.

Academic Counselors and Other Support Staff 2017-18

| | No. of Staff | FTE* |
|--------------------|--------------|------|
| Academic Counselor | 0 | 0.0 |
| Psychologist | 1 | 1.0 |
| Nurse | 1 | 0.2 |
| Health Clerk | 1 | 1.0 |
| Counselor | 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.

TEACHER ASSIGNMENT

During the 2017-18 school year, El Rodeo School had 42 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

| | El Rodeo | | | BHUSD | | |
|--|----------|-------|-------|-------|-------|-------|
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Total Teachers | 45 | 42 | 39 | 290 | 287 | 272 |
| Teachers with Full Credential | 45 | 42 | 39 | 290 | 287 | 272 |
| Teachers without Full Credential | 0 | 0 | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area (with full credential) | 0 | 0 | 0 | 0 | 0 | 0 |
| Misassignments of Teachers of English Learners | 0 | 0 | 1 | 1 | 2 | 1 |
| Total Teacher Misassignments* | 1 | 0 | 2 | 6 | 3 | 3 |
| Teacher Vacancies | 1 | 0 | 1 | 4 | 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.

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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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

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 2016-17 school year, Beverly Hills Unified School District spent an average of \$16,365 of total general funds to educate each student (based on 2016-17 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.)

Teacher and Administrative Salaries 2016-17

| | BHUSD | State Average of Districts in Same Category |
|-----------------------------|---------|---|
| Beginning Teacher Salary | 53,379 | 45,681 |
| Mid-Range Teacher Salary | 84,353 | 70,601 |
| Highest Teacher Salary | 101,989 | 89,337 |
| Average Principal Salaries: | | |
| Elementary School | 154,797 | 110,053 |
| Middle School | | 115,224 |
| High School | 200,000 | 124,876 |
| Superintendent Salary | 274,000 | 182,466 |
| Percentage of Budget For: | | |
| Teacher Salaries | 36 | 33 |
| 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/>.

Expenditures Per Pupil and School Site Teachers Salaries

2016-17

| 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 | 8,558 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 74 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 8,484 | 8,895 | 95.4% | 88,723 | 9.6% |
| Average Teacher Salary | 83,907 | 7,125 | 1168.8% | 71,392 | 117.5% |

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 2016-17 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
- Career Technical Education Incentive Grant Program
- College Readiness Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs

Note: The California Department of Education issued guidance to LEAs on August 1, 2018 regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.