

Beverly Hills Unified School District



BEVERLY HILLS
UNIFIED SCHOOL DISTRICT
EDUCATION REIMAGINED

El Rodeo School



2020-21 Annual School Accountability Report Card

A Report of 2020-21 Activity Published in January 2022

El Rodeo School

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21 and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Principal's Message

With great pride, we present El Rodeo Elementary 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 3,200 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of three elementary schools, one middle school, one comprehensive high school, and one continuation high school.

District Mission and Vision

In a safe and supportive community, BHUSD will deliver a rigorous and enriching quality education, and prepare all students to thrive as productive citizens in a complex, changing world.

All students will be inspired to act with integrity and realize their academic potential while achieving college and career readiness.

School Description

El Rodeo Elementary School is located in the western region of the district. The school was closed and under construction during the 2020-21 school year and, therefore, there were no students enrolled to report. The school site is expected to complete modernization projects and reopen for the 2024-25 school year.

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 Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. 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) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Parent Involvement

When El Rodeo was open, parents were encouraged to get involved in El Rodeo Elementary 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 took 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/>. There is no data to report as the school was closed during the 2020-21 school year for modernization.

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/. There is no data to report as the school was closed in the 2020-21 school year for modernization.

School Facilities & Safety

Facilities Profile

When El Rodeo School was open, they provided 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.

The campus is closed and undergoing complete modernization and is expected to reopen during the 2024-25 school year.

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

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.

Supervision & Safety

When El Rodeo was open, the Beverly Hills Police Department provided 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.

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, when open, prepares a school site safety plan which is approved by School Site Council and the BHUSD board prior to March 1st of each year when it is open and students are attending the school.

Measure E & Measure BH Bonds

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. In June 2019, the Beverly Hills community approved a \$385 million general obligation bond (Measure BH) to continue the modernization and safety-related upgrades of Beverly Hills Unified School District's elementary, middle and high school facilities that began as a result of Measure E. This bond will finish out the work identified in that bond project and allow the opportunity to start new work that the Measure E bond was unable to fund.

During the 2020/21 school year, modernization with seismic upgrades continued for buildings A, B, C, D and E; mechanical, plumbing and electrical systems are being upgraded; and state of the art technology and an integrated security program work continues.

Facilities Inspections

When El Rodeo School was open, they worked 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. There was on inspection during the 2019-20 school year since the site is closed for modernizations projects.

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.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: January 30, 2019	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces		✓		
Cleanliness	✓			
Electrical		✓		
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

In addition to the buildings eligible for SMP, other buildings are being either modernized or replaced under Measure E, or a future bond.

Classroom Environment

Discipline & Climate for Learning

When El Rodeo was open, school staff supported 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 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.

Enrichment Activities

When El Rodeo was open, students were 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 were 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. There are no charts shown in this report as El Rodeo was closed from 2018-19 through 2020-21 to undergo modernization.

Average Class Size and Class Size Distribution				
2018-19				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	15.0	2		
1	21.0	2	1	
2	22.0		2	
3	19.0	3		
4	16.0	3		
5	16.0	3	3	
2019-20				
K				
1				
2				
3				
4				
5				
2020-21				
K				
1				
2				
3				
4				
5				

**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				
2018-19				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	23	2	5	0
Math	26	0	6	0
Science	26	2	6	0
Social Science	26	1	5	0
2019-20				
English	0	0	0	0
Math	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0
2020-21				
English	0	0	0	0
Math	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	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.

When El Rodeo was open, they offered 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.

The El Rodeo School was closed during the 2019-20, 2020-21, and 2021-22 school years and therefore no district professional development data is reported for those years.

Beverly Hills Unified School District supports new and veteran teachers in developing their teaching skills. California Teacher Induction Program (CTIP), 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 encouraged 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, 2021, 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 #2021-2022-005 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
Reading/Language Arts			
2016	Yes	Benchmark Education - Benchmark Advance	0%
Math			
2013-2014	Yes	Pearson - enVisionMATH California Common Core © 2015	0%
Science			
2008	Yes	Houghton Mifflin - Harcourt Science	0%
Social Science			
2007	Yes	Scott Foresman - History - Social Science for California	0%

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 2021-22 school year, all students enrolled in elective classes were been 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.

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 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

When El Rodeo School was open, their special education program was 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

When El Rodeo was open, 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

When El Rodeo School was open, they offered 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

When El Rodeo School was open, they hosted 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 came 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

Teacher Preparation and Credential

There is no data to report for the 2019-20 school year as El Rodeo School was closed for modernization.

Support Services Staff

There is no data to report for the 2019-20 school year as El Rodeo School was closed for modernization.

SARC Data

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about El Rodeo Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Disclosure

The statistical information disclosed in this report is 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. Data to prepare the instructional materials sections was acquired in September 2021 and the school facilities section was acquired in October 2021.

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 2019-20 school year, Beverly Hills Unified School District spent an average of \$22,081 of total general funds to educate each student (based on 2019-20 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 2019-20

	BHUSD	State Average of Districts in Same Category
Beginning Teacher Salary	59,866	48,119
Mid-Range Teacher Salary	94,605	74,665
Highest Teacher Salary	114,385	98,160
Average Principal Salaries:		
Elementary School	151,926	118,542
Middle School	175,886	125,068
High School	189,794	133,516
Superintendent Salary	290,139	194,199
Percentage of Budget For:		
Teacher Salaries	32	31
Administrative Salaries	7	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 2019-20

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	0	N/A	N/A	N/A	N/A
Restricted (Supplemental)	0	N/A	N/A	N/A	N/A
Unrestricted (Basic)	0	11,547	0.0%	8,444	0.0%
Average Teacher Salary	0	102,945	106.6%	77,042	0.0%

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 2019-20 school year, the district received categorical, special education, and support programs, including but not limited to:

- Career & Technical Education Program
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Low-Performing Students Block Grant
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Title I, II, III
- Tobacco-Use Prevention Education



BEVERLY HILLS

UNIFIED SCHOOL DISTRICT

EDUCATION REIMAGINED

CAASPP Test Results in English Language Arts by Student Group Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	1859	1718	92.4%	7.6%	73.43%
Female	876	813	92.8%	7.2%	75.09%
Male	983	905	92.1%	7.9%	71.95%
American Indian or Alaska Native	*	*	*	*	*
Asian	203	189	93.1%	6.9%	80.96%
Black or African American	53	49	92.4%	7.6%	51.02%
Filipino	13	13	100%	0%	53.85%
Hispanic or Latino	157	148	94.3%	5.7%	71.62%
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	135	126	93.3%	6.7%	76.98%
White	1290	1186	91.9%	8.1%	73.41%
English Learners	105	93	88.5%	11.5%	30.44%
Foster Youth					
Homeless					
Military	*	*	*	*	*
Socioeconomically Disadvantaged	346	313	90.4%	9.6%	65.7%
Students Receiving Migrant Education Services					
Students with Disabilities	249	208	83.5%	16.5%	39.81%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: 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.



BEVERLY HILLS

UNIFIED SCHOOL DISTRICT

EDUCATION REIMAGINED

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	1859	1724	92.7%	7.3%	57.18%
Female	876	807	92.1%	7.9%	54.46%
Male	983	917	93.2%	6.8%	59.56%
American Indian or Alaska Native	*	*	*	*	*
Asian	203	195	96.1%	3.9%	72.17%
Black or African American	53	51	96.2%	3.8%	29.41%
Filipino	13	13	100%	0%	53.85%
Hispanic or Latino	157	151	96.2%	3.8%	47.68%
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	135	126	93.3%	6.7%	53.97%
White	1290	1180	91.4%	8.6%	57.64%
English Learners	105	98	93.3%	6.7%	31.63%
Foster Youth					
Homeless					
Military	*	*	*	*	*
Socioeconomically Disadvantaged	346	319	92.2%	7.8%	43.08%
Students Receiving Migrant Education Services					
Students with Disabilities	249	221	88.7%	11.3%	27.73%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: 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.