

Beverly Hills Unified School District



BEVERLY HILLS
UNIFIED SCHOOL DISTRICT
EDUCATIONAL EXCELLENCE

El Rodeo School



2024-25 Annual School Accountability Report Card

A Report of 2024-25 Activity Published in February 2026

El Rodeo School

Grades TK-5
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Principal's Message

Dear El Rodeo Families,

In our second year in our newly renovated school, El Rodeo students and staff continue to demonstrate growth, pride, and success—carrying forward the strong traditions that have defined our school community for generations. Whether your child is the first in your family to attend El Rodeo or you represent a multi-generational El Rodeo family, we remain deeply committed to honoring our rich academic history while embracing innovative instructional practices that support today's learners.

Our dedicated staff is eager to welcome students into an environment that fosters academic excellence, creativity, and personal growth. Students receive daily instruction beyond their homeroom classrooms in physical education, Makerspace, music, and art, all taught by credentialed specialist teachers. These opportunities allow students to explore their interests, develop new skills, and experience a well-rounded education that supports the whole child.

To ensure consistency, coherence, and responsiveness to student needs, grade-level teachers engage in common planning time. This collaboration allows teams to align instruction, analyze student progress, and implement targeted supports so every child can thrive. Our collective commitment to collaboration and continuous improvement remains at the heart of all we do.

Student leadership is another cornerstone of our school culture. Our Student Council continues to play a vital role in fostering school spirit and community engagement through schoolwide events such as multi-country door decorating, Penny Wars, and a variety of spirited activities that bring energy and enthusiasm to our campus.

We are deeply grateful for the partnership we share with our parents and extended families. Your involvement—whether volunteering in the cafeteria, assisting in classrooms, chaperoning field trips, or supporting schoolwide events such as Walk to School Day, the Book Fair, Pajamarama evening readings, and Multicultural Week—enriches our students' experiences and strengthens the bonds within our community.

As you walk through our campus, the beautiful mural and original tile work outside the auditorium stand as tributes to our nation's history and the resilience we strive to instill in our students. The panoramic photographs displayed in our main office, showcasing our many culminating classes, further connect us to a legacy of perseverance, pride, and innovation. Together, these elements reflect the strong sense of community and belonging that defines El Rodeo.

El Rodeo Elementary is more than a school—it is a community hub where futures are shaped and dreams are nurtured. Our vision is to remain a meaningful part of our families' lives long after their time here has concluded. Your continued presence and support are essential in making this vision a reality.

Thank you for being a valued part of our El Rodeo family. Together, we will continue to support our students as they grow and thrive physically, emotionally, and academically.

Sincerely,

Kim D'Aloisio, Principal
El Rodeo Elementary School

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

Educational Excellence.

District Vision

Our students will realize their full potential to thrive with integrity in a complex, changing world.

School Description

During the 2024-25 school year, El Rodeo School served 629 students in grades TK-5. Student enrollment included 14.6% receiving special education services, 9.9% qualifying for English Learner support, 0.2% homeless, and 22.1% socioeconomically disadvantaged.

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	45.2%
Male	54.8%
Non-Binary	0.0%
American Indian or Alaska Native	0.2%
Asian	7.9%
Black or African-American	1.1%
Filipino	1.4%
Hispanic or Latino	7.8%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.1%
White	65.8%
English Learners	9.9%
Foster Youth	0.0%
Homeless	0.2%
Migrant Services	0.0%
Socioeconomically Disadvantaged	22.1%
Students with Disabilities	14.6%

Student Enrollment by Grade Level 2024-25

Grade Level	# of Students
TK	59
Kindergarten	101
Grade 1	97
Grade 2	94
Grade 3	90
Grade 4	85
Grade 5	103
Total Enrollment	629

School Mission

Empower students to learn through meaningful experiences.

School Vision

Educators are committed to collaboration and collective efficacy.

Each member of the school community has a voice in their learning and finds value in every member of the school community.

Our vision is to collaborate around authentic social and academic experiences that value student voices.

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

Parents are encouraged to become involved in El Rodeo Elementary School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. Parents may volunteer their assistance in the classroom, and other areas of the school. Back to School Morning, Fall Harvest Festival, Career Day, Walk to School Wednesdays, Open House, student performances, family nights, Reflections contest, Fun Run, grade level socials, Halloween Parade, Multicultural Week, service learning, multicultural activities, and Pajamarama provide opportunities for parents to interact with school staff while supporting their child's efforts. The Principals' Advisory Council (PAC), Parent Teacher Association (PTA), and Coffee with the Principal 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, their child's teacher, the PTA president, or school administrator at (310) 229-3675. The administration sends out weekly newsletters which update the community on school happenings and upcoming events. This includes notes from the principal, counselor, instructional coach, grade level spotlights, pictures and upcoming events. Teachers, school staff and parents communicate through district provided email addresses for staff or through ParentSquare.

School-to-home communication takes place in a variety of formats. The online PTA newsletter is published weekly throughout the year and provides up-to-date information

on El Rodeo's programs and events. Our school website is updated frequently with important information about school activities, special announcements, and a calendar of events. Parents may access El Rodeo Elementary School's website at <http://er.bhusd.org>; general information about the school, staff, activities, homework, and teachers send home information weekly.

Student Achievement

Physical Fitness

In the spring of each year, El Rodeo Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/. There is no data to report as the school was closed during the 2023-24 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).

Physical Fitness Test					
% of Students Participating in each of the Five Fitness Components					
2024-25					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98.1%	99.1%	100%	100%	100%
<p>Note: The administration of the PFT requires only participation results for these five fitness areas.</p> <p>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</p>					

**CAASPP Test Results in Science for All Students
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	--	67.92	42.59	45.45	30.73	32.33

Note: 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in Science by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	106	106	100	0	67.92
Female	48	48	100	0	64.58
Male	58	58	100	0	70.69
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100	0	61.11
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100	0	81.25
White	63	63	100	0	65.08
English Learners	12	12	100	0	33.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	27	27	100	0	59.26
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**CAASPP Test Results in ELA and Mathematics for All Students
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	--	78.0	68.0	71.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	--	80.0	57.0	62.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	284	280	98.59	1.41	78.21
Female	128	125	97.66	2.34	81.60
Male	156	155	99.36	0.64	75.48
American Indian or Alaska Native	--	--	--	--	--
Asian	31	30	96.77	3.23	83.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100	0	68.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	43	100	0	90.70
White	184	181	98.37	1.63	76.80
English Learners	25	23	92.00	8.00	43.48
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	52	52	100	0	63.46
Students with Disabilities	46	45	97.83	2.17	46.67

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**CAASPP Test Results in Math by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	284	281	98.94	1.06	79.72
Female	128	126	98.44	1.56	74.60
Male	156	155	99.36	0.64	83.87
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100	0	80.65
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100	0	63.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	43	100	0	93.02
White	184	181	98.37	1.63	79.56
English Learners	25	25	100	0	52.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	52	51	98.08	1.92	60.78
Students with Disabilities	46	44	95.65	4.35	61.36

School Facilities & Safety

Facilities Profile

El Rodeo Elementary 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, new structures have been added and outdated buildings replaced. Modernization of the entire campus was just completed in 2024 and the school reopened during the 2024-25 school year.

Campus Description	
Year Built	1927
Acreage	5.82
Square Footage	51,514
	Quantity
Permanent Classrooms	40
Portable Classrooms	0
Restrooms (Sets)	4
Cafeteria	1
Library	1
Staff Lounge / Teacher Workroom	1

Supervision & Safety

The Beverly Hills Police Department provides assistance from police officers for traffic control in the morning and after school. Four crossing guards are on duty as students travel to and from school. Private security personnel monitor the campus' perimeter and gates throughout the day. Playground aides monitor TK-5 playground areas before school and during recesses. When students are dismissed at the end of the day, playground aides and private security personnel ensure students depart in a safe and orderly manner. The administrators, custodian, school office staff, playground aides, counselor, security staff, and health aide carry hand-held radios to facilitate routine and emergency communications concerning student safety. Regular meetings and trainings are held with playground aides to review safety procedures and protocols.

El Rodeo Elementary School utilizes the PikmyKid app to support the dismissal process.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in with private security personnel at the front gate and receive a visitor's badge using the Raptor System upon arrival.

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 Elementary School's office.

Maintenance & Operations (M&O) employs a work order process enabling staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers and staff submit requests to the school's office manager who prepares and forwards an electronic work order 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 lead custodian, three full-time evening custodians, and one groundskeeper are assigned to El Rodeo Elementary School and work closely with the administration for routine maintenance, daily custodial duties, and preparation for special events. The principal and day custodian communicate daily regarding campus cleaning needs and safety concerns. Every morning before school begins, the lead custodian inspects the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds.

The lead custodian is responsible for general upkeep of campus and keeping restrooms, classrooms, office, cafeteria, and other facilities in an orderly and secure condition. The lead custodian checks restrooms frequently throughout the day to ensure they are clean and adequately stocked. The evening custodians are responsible for comprehensive cleaning of classrooms, restrooms, offices, cafeteria, and other facilities. Quarterly site inspections are completed with maintenance and custodial staff to identify potential safety hazards.

The groundskeeper is responsible for all general landscaping and irrigation projects and repairs at El Rodeo Elementary School.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for El Rodeo Elementary 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 most current school site safety plan was reviewed, updated, and shared with school staff in November 2025.

Facilities Inspection

El Rodeo Elementary 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 Elementary School took place on December 22, 2025. 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. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

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.

School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: December 22, 2025				
Systems	X			
Interior Surfaces	X			315, 316, 312, 312A, 400 Library, 204, 112B MPR – Ceiling tile has a water stain; Boys' Restroom – Wall tile is broken
Cleanliness	X			213, 317, 318, 315, 311, 312A, 308D Electrical, 305, 301, 304, 201, 106 – Unsecured items are stored too high
Electrical	X			122A Conference, 214 – Cords are creating trip hazards; 316 – Extension cord is being permanently used; 308D Electrical – Access to electrical panel is blocked; 206 – Cords are creating a trip hazard
Restrooms/Fountains		X		Girls' Restroom, Girls' Restroom (Basement), All Gender Restroom – Menstrual products are not readily available; Womens' Restroom, Mens' Restroom – All single use restrooms must be labeled all gender (per AB 1732)
Safety	X			214, 218 – Evacuation map is not posted; 320 Storage – Paint is peeling on pony wall (stairwell); 317, 305, 304 – Access to fire extinguisher is blocked; 313, 202, 203, 204, 101 – Plug in air freshener; 254 – Fire extinguisher tag is outdated (August 8/2024)
Structural	X			
External	X			

Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary		X		

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.

Classroom Environment

Enrichment Activities

Students are encouraged to participate in El Rodeo Elementary School's extracurricular activities as well as take advantage of city-sponsored programs. These activities promote positive attitudes, encourage achievement, and instill a sense of belonging among students. The Adventure Camp and STAR (ELOP) programs are offered after school. There are also numerous clubs/programs students can participate in such as an audition based Honor Choir for grades 3-5; music and art is available for TK-5 every week; a Science Lab/MakerSpace is available for Kinder-5th every week; a dance artist for grades 1-3; poetry for grades 3-5, and through Wallace Arts, Artist in Residence, for grades TK-5; STAR science for grades TK-2; POGA every week for students in TK to 1st grade, weekly POGA for grades 2-5 at lunchtime, and art, yoga, lego, dance, chess, sports oversight, and non-contact martial arts activities at lunchtime. Every student has the opportunity to participate in Service Learning activities geared to teach standards and provide community service. El Rodeo Elementary School has a 1:1 iPad and Chromebook to student ratio for all students. The school library is open to students after school daily until 4:00 p.m. Students in grades 1-5 are able to join Student Council and become classroom senators and plan school wide activities. Teachers committed to morning meetings to ensure social emotional well-being. Systems were set into action to mitigate attendance issues or intervene in case of lack of academic progress.



EL RODEO EAGLES *are*

Respectful, Engaged, & Open-Minded

PLAYGROUND <ul style="list-style-type: none"> • Respect others' personal space • Everyone gets to play • Follow all adult directions • Clean up and line up when the whistle blows • Use the Solution Wheel! 	AUDITORIUM <ul style="list-style-type: none"> • Walk to your assigned area and stay seated • Look and listen to the speaker • Use Voice Level 0 • Applaud appropriately • Keep food and drinks outside of the auditorium 	LIBRARY <ul style="list-style-type: none"> • Use Voice Level 1 • Be respectful of library materials • Be mindful of others in the shared space • Keep food and drinks outside of the library
HALLWAYS & STAIRWELLS <ul style="list-style-type: none"> • Use Voice Level 0 • Stay in your line • Stop at STOP signs • Stay to the right so others can pass • Wait to eat until you get to your destination • Walk and keep hands by your sides • Follow designated routes 	OUTSIDE - LINING UP <ul style="list-style-type: none"> • Find your spot quickly • Sit in your line one after another • Put your food away and pick up your trash 	CAFETERIA <ul style="list-style-type: none"> • Clean up after yourself • Use Voice Level 2 • Walk at all times • Follow all adult directions • Eat your own food • Communicate respectfully • Be welcoming to different seating partners
RESTROOM <ul style="list-style-type: none"> • Go, Flush, Wash, Leave • Throw away trash • Respect others' privacy • Use Voice Level 0 	TECHNOLOGY <ul style="list-style-type: none"> • Charge your devices daily • Stay on assigned task • Use two hands to carry your device • Be a Digital Citizen 	MAIN OFFICE <ul style="list-style-type: none"> • Use a Voice Level 1 • Be mindful of others who are in the shared space • Walk
HEALTH OFFICE <ul style="list-style-type: none"> • Health Pass is required for entry • Ouch Pass is required for exit 		

Class Size

The Class Size Distribution 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				
Grade Level	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K				
1				
2				
3				
4				
5				
Grade Level	2023-24			
Grade Level	2024-25			
	K	20	21	4
	1	19	32	
	2	18	32	
	3	21	2	24
	4	20	8	18
	5	24	2	24

**Number of classes indicates how many classes fall into each size category (a range of total students per class).
***"Other" category, if applicable, is for multi-grade level classes.*

Discipline & Climate for Learning

As part of our discipline and behavior expectations, BHUSD has implemented Positive Behavioral Interventions & Supports (PBIS). PBIS focuses on teaching children positive behaviors and changing children's environment so that using the positive behaviors becomes more effective for them than using negative behaviors.

At El Rodeo, we categorize our expected behaviors as Eagles who are Respectful, Engaged, and Open-Minded. All the behaviors we want to see in a classroom and around the school are specifically taught as fitting into one of those categories. Then the students are recognized for showing off that behavior.

The expectations continue to be adjusted as needed for the varying needs of our students. Eagle assemblies are held four times per year to celebrate students with awards given out, and there are students submitted each week from every classroom for Eagle of the Week.

Suspensions & Expulsions			
	22-23	23-24	24-25
		School	
% Students Suspended	--	--	1.37
% Students Expelled	--	--	0.0
	District		
% Students Suspended	3.99	2.73	2.15
% Students Expelled	0.00	0.22	0.00
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	1.37	0.00
Female	0.34	0.00
Male	2.22	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.79	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.78	0.00
White	0.93	0.00
English Learners	1.47	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	0.64	0.00
Students with Disabilities	3.54	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for the El Rodeo School for the 2024-25 school year. A “chronic absentee” has been defined in EC Section 60901(c)(1) as “a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.”

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 Elementary School offers professional development on late start days. During the 2024-25 school year, El Rodeo Elementary School's site-based staff development activities were based upon schoolwide goals outlined in the school plan consisting of:

- Common Core State Standards
- Connection with schools and classrooms around the state to share ideas)
- Differentiation
- ELL Strategies
- Grading Practices
- Intervention Support
- Instructional Technology
- Learning Targets in Math
- Positive Behavior Intervention & Support
- Strategic Plan
- Student Growth & Differentiation Data (One year's growth in one year's time)
- Team Goals

**Chronic Absenteeism by Student Group
2024-25**

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	658	647	58	9.0
Female	298	293	25	8.5
Male	360	354	33	9.3
American Indian or Alaska Native	--	--	--	--
Asian	56	55	5	9.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	50	9	18.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	36	4	11.1
White	430	421	36	8.6
English Learners	68	67	9	13.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	157	154	20	13.0
Students with Disabilities	113	112	15	13.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

During the 2023-24, 2024-25, and 2025-26 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 TK-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 included:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
2023-24	3 days
Professional Learning Communities Math Instruction iReady & NWEA Adoptions/Implementations AI Utilization	
2024-25	3 days
Introduction to the News Literacy Project: Trustworthy Supporting our English Learners in the Classroom Contentious Conversations in the Classroom Workplace Violence & Personal Service Updates PLC Expectations & Cycles Danielson Teaching Framework & Evaluation Cycle	
2025-26	3 days
IM Math Implementation and Training Getting Reading Right Bootcamp Writers' Workshop Special Education Accommodation Implementation English Language Development Strategies in the Classroom Bullseye Training - Charlotte Danielson Framework for Teaching National Geographic Science Training & Implementation iReady Data Review and Training PLC At Work Institute AVID Implementation and Training Dual Immersion Implementation & Training NWEA MAP Growth Training & Implementation Kids Managing Conflict - Peer Mediation	

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.

School Leadership

Leadership at El Rodeo Elementary School is a responsibility shared among school administrators, instructional staff, and parents. Teamwork between the principal and assistant principal ensure both curricular and operational components of El Rodeo function properly.

On late start days, staff collaboration activities are facilitated through Professional Learning Communities (PLCs). Topics of discussion are driven by direct communication of teaching staff, teacher surveys, needs assessment surveys, and curricular programs, as well as the District's initiative of one year's growth in one year's time. El Rodeo's goals for leadership are Engage Students in Learning, Support Positive Student Behavior, and Grow and Develop Professionally. Teachers also meet as grade level teams every week to focus on curriculum, assessment, and differentiated instruction.

The Principal Advisory Council (PAC) is comprised of administrators, teachers, and parents and meets once a month. The PAC is responsible for reviewing and approving the the school safety plan. Council members serve as a liaison between the school and community.

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 TK-5 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 30, 2025 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 #2025-2026-05 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

Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2016	Benchmark Education: Benchmark Advance	Yes	0%
History-Social Science			
2007	Scott Foresman: History Social Science for California "Learn and Work"	Yes	0%
2007	Scott Foresman: History Social Science for California "Time and Place"	Yes	0%
2007	Scott Foresman: History Social Science for California "Then and Now"	Yes	0%
2007	Scott Foresman: History Social Science for California "Our Communities"	Yes	0%
2007	Scott Foresman: History Social Science for California "Our California"	Yes	0%
2007	Scott Foresman: History Social Science for California "Our Nation"	Yes	0%
Mathematics			
2013-2014	Pearson: enVisionMATH California Common Core © 2015	Yes	0%
Science			
2022	Cengage Learning: National Geographic Learning - Exploring	Yes	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 2025-26 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.

Specialized Instruction

All curriculum and instruction are currently being aligned to the California State Standards approved by the State Board of Education. Every child receives a rigorous, well-balanced, standards-aligned core program with emphasis on critical thinking, problem solving, and evidence based decision making. El Rodeo Elementary 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 Student Study Team (SST). The SST 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 instruction and small group instruction within the general education classroom.
- Instruction by special education staff in the general education class.
- Small group instruction in a separate setting with a special education teacher.
- Learning Lab - ELA & math pull-out flexible group intervention.

Additional special education services include Speech and Language, Adapted Physical Education, Occupational Therapy and Counseling for students who meet eligibility requirements.

El Rodeo Elementary School's special education program is supported by highly qualified, caring staff. Five special education teachers and a team of instructional assistants provide instruction appropriate to the needs of each student in a variety of settings. Special education students are integrated as much as possible into the general education classroom and provided instruction in the least restrictive environment. 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.

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. Teachers provide English Language Development instruction daily for TK-5 students who are at the very early stages of learning the English language (Levels 1 and 2 within the context of the grade level curriculum). EL students (Levels 1 and 2) may be placed in an ELD course in lieu of an elective and as a supplement to their regular language arts class. ELD instruction for all grade levels 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. A dedicated ELD teacher for TK-5 is available for in class instruction.

El Rodeo Elementary 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.

El Rodeo Elementary 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 Elementary's intervention programs typically comes from the Student Study Team, instructional staff/teachers, or a student's parent based upon classroom performance or state/district assessment results. Intervention strategies may include:

- English Learners: students who need additional assistance in acquiring the English language may receive tutoring from certificated staff. Instruction is open to all students who are determined to need support by the school site.
- 4th and 5th grades have tutoring for those students not meeting state proficiency.
- Learning Lab - Extra academic assistant that is available to those students identified in ELA/Math every 6-8 weeks.

Professional Staff Support Services Staff

Support service staff consists of school counselor, psychologist, and health aide. This expert team of support service staff, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

School counselors provide academic guidance, classroom visits to discuss social issues and conflict resolution, and identify and resolve diverse issues interfering with a student's ability to learn and succeed in school.

School psychologists and counselors are available to assist with academic, social, and emotional issues as needed. The school psychologist provides psycho-educational assessments to determine eligibility for special education services and to facilitate coordination of Individual Education Plans (IEP). School nurses conduct mandatory health screening programs; health technicians provide basic first aid.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25

	No. of Staff	FTE
Academic Counselor	0	0.0
Counselor	1	1.0
Health Clerk	1	1.0
Psychologist	1	1.0
Speech Therapist	2	1.4
Campus Security	2	2.0

Note: 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 Preparation and Credentials

The charts in this report identify the number of teachers at the El Rodeo Elementary School, the Beverly Hills Unified School District, and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report El Rodeo Elementary School's information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach. Note: There are no charts in this section as there are no teachers to report for years 2021-22, 2022-23, and 2023-24 as the site was closed for modernization.

Teacher Preparation and Placement Authorization

	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	--	--	--	--	--	--
School %	--	--	--	--	--	--
District #	177.6	0.1	13.3	3.6	12.4	207.2
District %	85.7	0.08	6.45	1.74	6.02	100.0
State #	230039.4	6213.8	16855.0	12112.8	13705.8	278927.1
State %	100.0	2.23	6.04	4.34	4.91	100.0
2022-23						
School #	--	--	--	--	--	--
School %	--	--	--	--	--	--
District #	190.3	0.0	15.0	4.5	11.2	221.2
District %	86.05	0.0	6.78	2.07	5.09	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	--	--	--	--	--	--
School %	--	--	--	--	--	--
District #	186.1	0.0	7.1	4.8	22.5	220.7
District %	84.32	0.0	3.26	2.18	10.23	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teachers Without Credentials and Misassignments
(Considered “Ineffective” under ESSA)
Authorization / Assignment**

	School Number		
	21-22	22-23	23-24
Permits and Waivers	--	--	--
Misassignments	--	--	--
Vacant Positions	--	--	--
Total Teachers Without Credentials and Misassignments	--	--	--

**Credentialed Teachers Assigned Out-of-Field
(Considered “out-of-field” under ESSA) / Indicator**

	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	--	--	--
Local Assignment Options	--	--	--
Total Out-of-Field Teachers	--	--	--

Class Assignments / Indicator

	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	--	--	--
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	--	--	--

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

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 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 November 2025 and the school facilities section was acquired in February 2026.

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.

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$67,641	\$57,978
Mid-Range Teacher Salary	\$106,893	\$89,611
Highest Teacher Salary	\$129,240	\$117,194
Superintendent Salary	\$313,079	\$234,075
Average Principal Salaries:		
Elementary School	\$175,694	\$143,632
Middle School	\$184,848	\$149,446
High School	\$203,764	\$162,334
Percentage of Budget:		
Teacher Salaries	28.43%	27.81%
Administrative Salaries	6.12%	5.47%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Expenditures Per Student

For the 2023-24 school year, Beverly Hills Unified School District spent an average of \$31,720 of total general funds to educate each student (based on 2023-24 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.)

In addition to general fund state funding, Beverly Hills Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs, including but not limited to:

- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career & Technical Education Program
- Career Technical Education Incentive Grant Program
- Child Nutrition: Kitchen Infrastructure & Training Funds
- COVID Relief Funding
- Department of Rehabilitation
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Lottery: Instructional Materials
- Mental-Health Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Strong Workforce Program
- Title I, II, III
- Tobacco-Use Prevention Education

Note: School was closed during the 2023-24 due to modernization so there are no numbers to report.

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$--	N/A	N/A	N/A	N/A
Restricted	\$--	N/A	N/A	N/A	N/A
Unrestricted	\$--	\$14,269	N/A	\$11,146	N/A
Avg Teacher Salary	\$--	\$117,061	N/A	\$92,686	N/A
<i>Note: Cells with N/A values do not require data.</i>					