The Single Plan for Student Achievement

School: Beverly Vista Elementary School

CDS Code: 19-64311-6011746

District: Beverly Hills Unified School District

Principal: Christian Fuhrer

Revision Date: October 6, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on 11/14/2017.

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School Vision and Mission

Beverly Vista Elementary School's Vision and Mission Statements
Beverly Vista School's mission is to provide students with a clean, safe, and nurturing environment in which they are afforded the opportunity to be educated by the highest quality instructors who utilize up-to-date teaching strategies and state-of-the-art technology while ensuring academic rigor. Beverly Vista prepares students to be critical thinkers, socially conscious, caring, and, engaged citizens of their communities who are prepared for high school, college, and the professional world. Students at Beverly Vista are encouraged to take leadership roles while working collaboratively as part of a team that strives for a common goal. Beverly Vista offers its students educational experiences that foster an appreciation of the diversity of its student body, the community, and the world.

Our vision is to ensure that our students become humane, thinking, productive citizens taught by a professional staff who:

*   provide an enriched standards-based education program which meets the needs of all students
*   provide for the development of physical, artistic and musical areas in addition to academic areas
*   utilize data to guide the instructional program and to foster an environment of personalized learning
*   nurture the affective, cognitive, social and emotional development of all students
*   celebrate the diverse cultural backgrounds of our students which enhance the educational experiences of the entire student body
*   develop positive character traits including respect, responsibility, integrity, caring and citizenship and employing character development programs that encourage students to reach their highest potential while setting personal goals that will establish a clear vision to reaching their personal best

School Profile

Located in the southern section of Beverly Hills, Beverly Vista School, affectionately known as "BV", is truly a neighborhood school. Caring relationships exist between students, parents, staff and community. High academic standards, student-centered programs, citizenship and a warm family atmosphere – these are the essential elements of our school. Parents who attended Beverly Vista many years ago return to the area so that their children may also attend BV. Alumni always regard themselves as part of the Beverly Vista family. Our staff is committed to the success of all students and uses its knowledge and skills to motivate and encourage students to make sure this happens. The Beverly Vista PTA provides financial support and their continual presence on the campus to make sure we reach our goals. As a result of the support we have received over the years and our high academic level of achievement, Beverly Vista has been recognized by the California Department of Education as a California Distinguished School and by the United States Department of Education as a National Blue Ribbon Award recipient.

Beverly Vista's once homogeneous student population has changed dramatically in the last two decades. Our 757 students come from more than 31 countries with Korea, Iran, France and Israel being the largest non-US groups. They speak 21 different languages. Students whose home language is one other than English constitute 33% of our student body. The LEP population makes up 8% of our student body. The list below represents the ethnic breakdown of our student body.

*   White   76.0%
*   Asian/Pacific Islander   12.0%
*   Hispanic/Latino   7.6%
*   Black   4.8%

Our families represent a cross-section of socioeconomic levels and include many single-parent households and families who receive free and reduced-price lunches. There is a significant number of Special Education and GATE students in our school. This diversity has become our strength.

ELL and Special Education address the individual needs of students. Our Student Study Team (SST) deals with requests from teachers for assistance with struggling students. From high achievement on state-wide testing, speech, art, vocal and instrumental music, science and math contest winners to numerous academic awards, our students distinguished themselves. As a result, we enjoy both national and international reputations.

We confirm our commitment to high educational standards despite the ongoing challenges we face in funding the various critical

academic, intervention, and enrichment programs. Partnerships with the Beverly Hills Education Foundation (BHEF) and Maple Counseling Center also provide invaluable assistance for student success. Together with our PTA and School Site Council, and an Instructional Leadership Team comprised of educators and administrators who offer leadership and support, we provide clear goals for students. The Pyramid of Success character education program, created by legendary UCLA Coach John Wooden, is focused on fostering student responsibility and character development. Additionally, Beverly Vista students are engaged in Service-Learning and community service activities that help to develop humane, thinking, empathetic, and productive citizens with a sense of community and commitment.

In order to provide a well-rounded curriculum, TK-5 students receive enrichment in art, music, physical education and technology in addition to the traditional academic course work. Before-school and after-school programs target students in need of academic support and provide enriching opportunities for our GATE identified students. The Middle School (grades 6-8) operates a seven-period daily schedule which includes core academics (English/Language Arts, Mathematics, History/Social Studies, Science, and STEM) along with a wide variety of elective courses including the visual and performing arts, technology, STEM enrichment, and foreign languages. We also provide Honors English and Honors Math courses as well as support classes for students in need of intervention before, during, and after the school day.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Through the direction of the School Site Council and the Beverly Vista Instructional Leadership Team administration implemented a school survey for students in April of 2017 with the following results:

• 54% of respondents feel that BHUSD students have access to programs that provide support for social-emotional concerns that impact attendance and conduct (discipline). 27% neither agree nor disagree.
• 75% of respondents feel a connectedness to BV. 14% neither agree nor disagree.
• 62% of respondents feel that BHUSD provides a clean and well-maintained campus for their children. 21% had no opinion.
• 71% of respondents feel Beverly Vista School provides a safe environment for their children. 20% neither agree nor disagree.
• 75% of student respondents say they feel safe at Beverly Vista School. 14% had no opinion.
• 74% of respondents feel BHUSD schools provide opportunities for students to connect with a caring adult who supports a productive learning environment. 14% neither agree nor disagree.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are visited each day by the Principal and Assistant Principal and include both formal and informal observations. It is very common for both site and district administration to together observe classroom instruction and student learning. Students regularly exhibit a high-level of engagement and quality instruction is being delivered by both general ed and special education teachers and specialists. Observations are followed up with a meeting between administration and staff to discuss instruction, areas of strength and effectiveness, and methods that require further development.

<center>**Analysis of Current Instructional Program**</center>

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

<u>Standards, Assessment, and Accountability</u>

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   In addition to the results of the CAASPP state standardized tests administered in Spring 2017, educators at Beverly Vista have analyzed local benchmark assessments to determine programmatic gaps as well as strengths to address for the coming year. These assessments have also been used to modify instruction showing where re-teaching or acceleration is needed for individual students or the class as a whole. All teachers participate in Collaborative Assessment Conferences, with grade-level or subject-area colleagues. They see evidences of student learning which determines instructional steps, student supports, or teacher professional development needs that will enhance student learning performance. Common assessments, in the form of school benchmark tests in grades K-5, and mid-terms and finals in grades 6-8, are created by teachers and aligned with the Common Core standards. The District is continuing to work with teachers to refine common assessments and create assessments where none existed previously. Grade-level and classroom assessments are now centered on the standards-based report card in elementary grades so teachers have accurate measures of student mastery of standards. Teachers collaborate to share effective strategies and tools at each grade level and department.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Lexia, Accelerated Reader, STAR Reading and Math, IXL, trimester benchmarks, formative and summative course assessments, and five-week assessment reports at the middle school level.

<u>Staffing and Professional Development</u>

3. Status of meeting requirements for highly qualified staff (ESEA)

   All staff are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   Staff are highly qualified and participate in ongoing professional development regarding standards and instructional materials.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The Beverly Hills Unified School District is in the process of aligning local assessments to reflect the California State Standards that have been adopted. Each assessment is created in cooperation with consultants, teaching staff, and administration. A district-wide reading assessment program has been implemented in grades K-5 to ensure that students are well prepared to use these skills to more effectively learn the rigorous content standards at the middle school level and beyond. A mathematics assessment system and pacing guides have been created for grades 1-8. The District is working with staff to refine and increase common assessments at all grade levels. Course outlines and assessments have been revised to better align with the expectations of the state academic content standards and blueprints provided by the Department of Education.

Each year all of the documentation regarding overall student achievement is reviewed by district and site staff to determine the effects of the instructional program, make program modifications if necessary, explore possible new program options, and identify professional development and material needs related to the findings. Additionally, the District is in the process of collecting common assessment data to provide teachers, school sites and the District with timely benchmark information regarding the progress of student learning. All data is reviewed during Instructional Leadership Team meetings, School Site Council meetings, various Advisory Committee meetings, PTA meetings, staff meetings and Board of Education meetings to ensure that all partners in the learning community have had the opportunity to review, understand and make recommendations for possible program improvements.

Each year administrators and certificated personnel complete a staff survey to identify specific areas of professional development needed to insure that all teachers are fully prepared to meet the challenge of providing the most rigorous instructional program to all students within the district. In addition, staff members in the district participate in reviewing both local and standardized testing results to identify specific student needs that must be taken into consideration when providing professional development to administrators, certificated and classified personnel.

Parents in the district are provided access to on-going learning through an extensive Adult Education Program, as well as specific training, including but not restricted to, the needs of special needs students, and English Learners. This goal is to better help them participate in the education of their children. Additionally, Beverly Vista parents are offered education nights to better help them understand the issues that are important in their school and city communities.

The District has made a concerted effort to ensure that staff members have access to the most recent research-based professional development that meets the individual needs of the instructional staff. Teachers are provided time during the day to collaborate through the use of alternative scheduling and release time. All faculty meetings are scheduled as staff development, professional development, and collaborative team working blocks.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Wednesday morning meetings, staff professional development sessions, opportunities to attend a variety of conferences, as well as the opportunity to work with ever-present site and district administrators in the areas of GATE, EL, and Special Education is offered to all educators. In addition, Beverly Vista, as a part of an overall district intervention plan, employs one credentialed reading specialist and a math intervention teacher. Teachers are often encouraged by administration to present to staff after attending a conference on a specific area of educational theory and/or practice.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Wednesday morning meetings and common release time provides opportunities for collaboration as well as professional development. In addition, teachers are encouraged to use release time to collaborate both across grade levels and subject areas in research-based practices.

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

    In compliance with California Department of Education requirements, adopted textbooks and curricular materials are aligned with the Common Core Standards. Teachers work individually and in collaborative groups with district support through focused professional development to provide consistent standards-based instruction in every classroom, often with common assessments and scoring. All teachers work in a Collaborative Assessment Group, with other grade-level or departmental colleagues, to look at evidences of student learning which determines the next instructional steps, student supports, or teacher professional development needs that will enhance student learning performance. Common assessments, in the form of school benchmark tests in grades K-5, and mid-terms and finals in grades 6-8, are created by teachers and aligned with the Common Core Standards. The District is continuing to work with teachers to refine common assessments and create assessments where none previously existed. An elementary Standards-Based Report Card was initiated in 2004-2005 as a result of the work of district teachers and administrators. Parents understand that their children are scored on their progress toward mastery of the grade-level standards and not as an average of their performance on a set of assignments and assessments. Through this reporting tool, K-5 students and parents receive more accurate information about their child's progress as well as standards-specific areas in need of improvement.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

    Yes, we follow the district guidelines which adheres to the state guidelines.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

    Lesson pacing is coordinated by educators in cooperation with both site and district administration. The school master schedule has been structured to include intervention classes for students who struggle in both English/Language Arts and Math, as well as for students who are identified as English Language Learners and those that receive Special Education services.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    To provide for standards-based education, all students have access to standards-based instructional materials. All adoptions, textbooks, materials, and supplemental purchases, including software, are evaluated for their alignment to state standards. These materials include the Benchmark Advanced Reading and English/Language Arts program, StudySync English/Language Arts and literature instruction, and Project Lead the Way (PLTW) STEM curriculum. Accelerated and remedial materials are also aligned with state standards and include: Daily Five, Accelerated Reader, Lexia, Read Naturally, IXL, Accelerated Math, Bridging to Algebra, and Mind Institute. Benchmark tests in Reading, Math, and Writing have been designed for Kindergarten through fifth grade and are in the seventh year of implementation. Teachers continue to work to refine these assessments to ensure their alignment with the standards, and to make sure that they assess student progress.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

    We actively use and embrace research-based materials into our classrooms including Benchmark Advanced Reading and English/Language Arts program which include materials for EL and remediation, StudySync ELA and literature instruction, and Project Lead the Way STEM curriculum. In addition, we utilize STAR 360 Reading and Math assessment to assist in determining proficiency levels and to target instruction for remediation.

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

An important goal at Beverly Vista is to ensure academic success for each child. The programs we employ provide opportunities for special-needs students to receive instruction in the same content standards as other students. Special-needs students in the regular classroom are served by a variety of programs including: co-taught Special Education/General Education classes, pull-out Special Education classes, Resource classes, and English Language Learner programs. In addition, middle school students are placed in the Study Skills, ELA Support and Math Support electives that reinforce reading abilities, comprehension skills, and mathematical foundations. Many middle school students also attend the Before and After-School Assistance Program available three days per week. All teachers have received training on the principles of differentiated instruction and its use in their classrooms. The library is open daily during lunch periods and after school. Twice per week, the library offers extended hours, remaining open until 5:15 p.m. for students to receive additional help and support on homework. The city provides one-on-one after school tutoring on-site for students K-8, each Thursday, at a reduced rate with scholarships available.

The Student Study Team (SST) meets every two weeks to analyze struggling students and to provide direction to support those students who are having social, emotional, or learning difficulties in the classroom. The team consists of administrators, the school counselor, general education teachers, and the student's parents. It may also include specialists in reading, math, speech, or special education. The SST may suggest accommodations and modifications to the regular classroom program and/or recommendations for further testing. The Assistant Principal and Counselor maintain a list of academic concerns to monitor individual student progress based upon modifications to the regular program. Members of the SST communicate with faculty and family members regularly to develop a program that best supports each student's needs.

The English Language Learner instructor works with K-5 classroom teachers to provide necessary instruction in the appropriate content standards. English Language Learners in grades 6-8 receive direct support one period each day. Well defined criteria exist for a student's transition from the ELL program. The EL teacher provides after school assistance to our ELL students twice per week. In addition, the EL teacher provides regular and ongoing professional development training to staff during staff meetings.

14. Research-based educational practices to raise student achievement

We continually provide and review best practices with teachers during Wednesday meetings and workshops and during district staff development days. These practices include professional development in the Common Core and EL Standards, College readiness activities targeted to K-8 students, and proper instructional procedures and interventions for struggling, Special Education, and EL students.

District goals reflect a practice of setting SMART goals (Doran, 1981). That is, goals should be Strategic, Measurable, Attainable, Results-driven, and Time-bound (SMART). District and Single Plan goals reflect these criteria, along with our district's pursuit of educational programs that prepare students to pursue four-year college and specialty school programs.

SMART Goals are supported by the district's focus on research-based practices, including John Hattie's meta-analyses (Hattie, 2008; Hattie & Yates, 2014) of instructional practices that yield improved achievement. Curriculum in core subject areas are aligned with state standards, including recent textbook adoptions in English Language Arts and Mathematics. Goals focus on articulated reading writing, speaking and listening skills that students will need for college and career. Mathematics standards include applied mathematics with an emphasis on performance based assessments, and again, are spiraled to ensure college and career readiness (Rust, 2012).

The District's focus on the Arts and Science, Technology, Engineering and Mathematics is reflected in a STEM and Arts elective programs, which are now articulated in grades K-12, including media arts, performing arts, computer science, and the Medical Science Academy at Beverly Hills High School. National PISA rankings, along with research conducted by the National Science Board, indicate static performance from American schools in preparing students with the science and mathematics skills that will ensure a globally competitive workforce (NSB, 2007; OECD's PISA Rankings, 2009); STEM and Arts programs address this gap by preparing students for a 21st century global economy.

College readiness SMART goals at the middle and high school are supported by the research of Balfanz (2009), as well as Roderick, Nagaoka, and Coca (2009). Goals are focused and designed to ensure college and career readiness, starting at the middle school level.

In summary, the use of measurable goals ensures a consistent focus on improving student achievement. Research-based practices (see Marzano, 2003) have evolved to become a standard in the Beverly Hills Unified School District.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In addition to the programs described above, students experiencing low performance have a number of resources available to them. These include:

1. Before and After-School Assistance provided by the school district and facilitated by our credentialed teachers
2. Conflict resolution and peer mediation
3. After-school tutoring once per week offered by the City of Beverly Hills
4. Social Skills development groups facilitated by the school psychologist, special education team, and school counselor
5. In-class Community Circle program offered by the Maple Counseling Center
6. STAR Enrichment Program after school daily
7. Parks & Recreation Department after-school care and education/enrichment program
8. A wide variety of community-based activities including Boy Scouts and Girl Scouts; AYSO; Beverly Hills Little League; religious schools; and the Beverly Hills Public Library.
9. In-school ELL and intervention courses in Math and English/Language Arts

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

    Parents are invited to be part of School Site Council, English Language Advisory Committee (ELAC), District ELAC, Parent/Teacher Association (PTA), community meetings and committees, as well as parent education seminars in the areas of curriculum, technology, intervention, safety, and childhood development.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

    Under-performing students are served through a variety of categorical programs. Kindergarten through fifth grade students are assessed in language arts and math utilizing the STAR 360 Reading and Math assessment program, classwork, local benchmark assessments, and teacher recommendation.and identified for targeted remedial instruction by their general education teacher. Students who qualify for intervention are provided additional language arts and mathematics instruction during the school day via a push-in/pull-out hybrid program. Beyond this, assistance is provided before and after school through tutoring by credentialed educators.

    Students in grades 6 - 8 are assessed for proficiency in ELA and Math utilizing the STAR 360 Reading and Math assessment program, classwork, local benchmark assessments, and teacher recommendation. Students who qualify for intervention are scheduled into a dedicated period of co-taught Math, ELA, or both. Students are also provided the opportunity to attend before or after school tutoring delivered by our credentialed educators. English Language Learners are serviced by a part time EL instructor who offers pullout instruction for middle school students daily and who supports elementary teachers in providing sheltered English instruction within the general education environment. Categorical funds are used to provide teacher release time for planning around curricular standards and analyzing assessment data to better meet the needs of all students.

18. Fiscal support (EPC)

    As per funds.

Description of Barriers and Related School Goals

Barrier: Not currently having adequate district funding for intervention for those students who do not fall under a given subgroup such as EL or Special Education. Currently, many curriculum support tools such as Lexia and technology purchases are made possible by the fundraising efforts of Beverly Vista's administration and the PTA.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	62	75	77	60	73	76	60	73	76	96.8	97.3	98.7
Grade 4	58	74	81	58	71	81	58	71	81	100.0	95.9	100
Grade 5	79	75	82	79	72	81	79	72	81	100.0	96	98.8
Grade 6	82	90	84	82	83	81	82	83	81	100.0	92.2	96.4
Grade 7	89	92	86	87	89	85	87	89	85	97.8	96.7	98.8
Grade 8	109	88	86	107	87	86	107	86	86	98.2	97.7	100
All Grades	479	494	496	473	475	490	473	474	490	98.7	96	98.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2452.9	2458.7	2462.6	32	36	39.47	30	29	34.21	27	26	11.84	12	10	14.47
Grade 4	2523.8	2507.1	2515.3	48	46	46.91	29	23	23.46	14	13	16.05	9	18	13.58
Grade 5	2567.2	2551.3	2551.8	47	35	41.98	33	40	33.33	14	13	12.35	6	13	12.35
Grade 6	2553.0	2573.2	2557.2	23	31	24.69	38	46	41.98	29	12	19.75	10	11	13.58
Grade 7	2574.7	2592.6	2611.7	22	27	34.12	47	42	48.24	13	21	10.59	18	10	7.06
Grade 8	2627.6	2597.3	2603.4	36	22	30.23	44	47	32.56	8	19	25.58	12	13	11.63
All Grades	N/A	N/A	N/A	34	32	36.12	38	38	35.71	17	17	16.12	11	12	12.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	35	36	40.79	48	49	36.84	17	15	22.37
Grade 4	48	46	41.98	43	41	49.38	9	13	8.64
Grade 5	39	40	37.04	51	39	45.68	10	21	17.28
Grade 6	28	28	30.86	44	52	48.15	28	20	20.99
Grade 7	30	35	44.71	46	45	45.88	24	20	9.41
Grade 8	54	31	38.37	31	52	37.21	15	16	24.42
All Grades	40	36	38.98	43	47	43.88	18	18	17.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	42	38	32.89	42	51	56.58	15	11	10.53
Grade 4	47	43	46.91	45	40	43.21	9	17	9.88
Grade 5	58	50	61.73	38	38	30.86	4	13	7.41
Grade 6	30	47	41.98	51	43	40.74	18	10	17.28
Grade 7	34	49	57.65	48	38	35.29	17	12	7.06
Grade 8	47	38	43.02	39	42	45.35	14	20	11.63
All Grades	43	44	47.55	44	42	41.84	13	14	10.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	29	32.89	65	63	59.21	10	8	7.89
Grade 4	34	27	33.33	62	61	53.09	3	11	13.58
Grade 5	29	35	28.40	56	54	62.96	15	11	8.64
Grade 6	18	23	28.40	72	70	61.73	10	7	9.88
Grade 7	30	21	27.06	56	64	65.88	14	15	7.06
Grade 8	30	26	22.09	61	69	69.77	9	6	8.14
All Grades	28	26	28.57	62	64	62.24	11	10	9.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	27	39.47	52	53	42.11	22	19	18.42
Grade 4	22	43	29.63	55	39	55.56	3	19	14.81
Grade 5	65	57	45.68	34	35	39.51	1	8	14.81
Grade 6	26	53	44.44	67	40	39.51	7	7	16.05
Grade 7	33	38	54.12	51	54	37.65	16	8	8.24
Grade 8	51	34	40.70	39	52	43.02	9	14	16.28
All Grades	39	42	42.45	49	46	42.86	10	12	14.69

Conclusions based on this data:

1. While instructional practices continue to improve due to increased professional development and more familiarity by the students to the test, overall achievement, as measured by the CAASPP, remained flat or increased by small percentages. Additionally, when measured against local benchmark assessments, the CAASPP achievement data suggest that the material the students are being tested on is not necessarily aligned. It is understood that more of our school and district's assessments should resemble more closely to that of the CAASPP so that students have more familiarity when the assessment is given each Spring. Remedies to this have already been implemented through use of the STAR Renaissance Reading and Math assessments as well as utilizing the Pearson assessments in various grade levels.

2. The lack of technology that has been available to our students to prepare for the state assessment has been evident. The school believes that one component of performing well on the CAASPP assessments is to have regular access to technology and CAASPP-like assessments. Utilizing online programs such as CAASPP interim assessments and typing programs will increase our students proficiency dramatically. Currently, school administration in conjunction with the Beverly Hills Unified School District Board of Education and the Beverly Vista Parent-Teacher Association is implementing a plan for 1:1 technology across the campus. This plan should be completed by January of 2017.

3. The overall results of our ELL and Special Education students have shown us that, in addition to general education, special education, and EL intervention instruction, our sub-group students require more practice with technology. Additionally, administration and staff have a need to ensure that all students receiving Special Education and EL services have the appropriate accommodations which will enable them to access the CAASPP assessment and allow them to demonstrate their knowledge to the best of their ability.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	62	75	77	60	73	76	60	73	76	96.8	97.3	98.7
Grade 4	58	74	81	58	73	81	58	73	81	100.0	98.6	100
Grade 5	79	75	82	79	72	82	79	72	82	100.0	96	100
Grade 6	82	90	84	82	84	81	82	84	81	100.0	93.3	96.4
Grade 7	89	92	86	87	89	85	87	89	85	97.8	96.7	98.8
Grade 8	109	88	86	107	86	86	106	85	86	98.2	96.6	100
All Grades	479	494	496	473	477	491	472	476	491	98.7	96.4	99

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2453.3	2481.4	2482.6	22	40	39.47	48	34	38.16	17	19	15.79	13	7	6.58
Grade 4	2506.0	2513.8	2513.7	24	33	28.40	40	38	39.51	29	22	24.69	7	7	7.41
Grade 5	2520.3	2536.1	2538.3	20	31	37.80	30	31	25.61	33	25	20.73	16	14	15.85
Grade 6	2561.0	2552.6	2558.8	32	19	30.86	28	33	24.69	24	33	24.69	16	14	19.75
Grade 7	2592.5	2591.1	2606.0	36	27	37.65	28	31	31.76	21	31	17.65	16	10	12.94
Grade 8	2643.5	2629.3	2611.3	51	46	39.53	19	22	22.09	20	16	19.77	9	15	18.60
All Grades	N/A	N/A	N/A	33	32	35.64	30	32	30.14	24	25	20.57	13	11	13.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	38	55	65.79	43	34	19.74	18	11	14.47
Grade 4	43	48	46.91	38	37	38.27	19	15	14.81
Grade 5	25	36	43.90	47	40	37.80	28	24	18.29
Grade 6	39	26	34.57	33	50	43.21	28	24	22.22
Grade 7	44	37	52.94	36	45	29.41	21	18	17.65
Grade 8	58	49	40.70	25	29	39.53	18	21	19.77
All Grades	42	42	47.25	36	39	34.83	22	19	17.92

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	33	41	34.21	52	51	56.58	15	8	9.21
Grade 4	22	30	29.63	64	52	59.26	14	18	11.11
Grade 5	28	33	35.37	52	51	46.34	20	15	18.29
Grade 6	30	32	32.10	50	51	46.91	20	17	20.99
Grade 7	40	35	38.82	48	48	48.24	11	17	12.94
Grade 8	48	49	41.86	44	38	38.37	8	13	19.77
All Grades	35	37	35.44	51	48	49.08	14	15	15.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	35	48	42.11	50	44	50.00	15	8	7.89
Grade 4	33	44	40.74	59	49	43.21	9	7	16.05
Grade 5	22	28	29.27	56	51	51.22	23	21	19.51
Grade 6	35	23	33.33	46	58	43.21	18	19	23.46
Grade 7	36	36	40.00	51	51	50.59	14	13	9.41
Grade 8	57	47	44.19	34	46	38.37	9	7	17.44
All Grades	38	37	38.29	48	50	46.03	15	13	15.68

Conclusions based on this data:

1. While instructional practices continue to improve due to increased professional development and more familiarity by the students to the test, overall achievement, as measured by the CAASPP, remained flat or increased by small percentages. Additionally, when measured against local benchmark assessments, the CAASPP achievement data suggest that the material the students are being tested on is not necessarily aligned. It is understood that more of our school and district's assessments should resemble more closely to that of the CAASPP so that students have more familiarity when the assessment is given each Spring. Remedies to this have already been implemented through use of the STAR Renaissance Reading and Math assessments as well as utilizing the Pearson assessments in various grade levels.

2. The lack of technology that has been available to our students to prepare for the state assessment has been evident. The school believes that one component of performing well on the CAASPP assessments is to have regular access to technology and CAASPP-like assessments. Utilizing online programs such as CAASPP interim assessments and typing programs will increase our students proficiency dramatically. Currently, school administration in conjunction with the Beverly Hills Unified School District Board of Education and the Beverly Vista Parent-Teacher Association is implementing a plan for 1:1 technology across the campus. This plan should be completed by January of 2017.

3. The overall results of our ELL and Special Education students have shown us that, in addition to general education, special education, and EL intervention instruction, our sub-group students require more practice with technology. Additionally, administration and staff have a need to ensure that all students receiving Special Education and EL services have the appropriate accommodations which will enable them to access the CAASPP assessment and allow them to demonstrate their knowledge to the best of their ability.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					***	25						75			
1			10	50	50	50	25	38	30		13		25		10
2	***			***	40	***		20	***		40				
3			***		***	***	57	***	***	43					
4		29	50	25	29		50	43	50	25					
5	29	60	25	71	40	50			25						
6			***			***									***
7	29			57	***				***	14				***	
8			25	***	***	50	***	***	25						
Total	15	15	20	44	42	37	24	30	29	15	9	9	3	3	6

Conclusions based on this data:

1. There is a need to strengthen dedicated EL instruction to increase student achievement by providing updated teaching strategies to the general education teacher. Currently, teachers are being provided ongoing professional development in the new EL standards by the on-campus EL teacher. Daily dedicated EL instructional time is required of our educators. Additionally, teachers should continue to be trained on the new ELA adoption, Benchmark Advance, which has an embedded EL component.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	23			23	37		9	27		14	20		32	17	
1		25		25	42		13	25		13	8		50		
2	***			***	25			25			42		***	8	
3	11				14		56	29		33	29			29	
4	29	23		29	15		29	23		14	15			23	
5	38	55		63	27			9						9	
6	40			20						40				***	
7	44	14		44	43					11	14			29	
8	9			36	33		36	33			17		18	17	
Total	23	13		29	30		17	22		13	18		17	17	

Conclusions based on this data:

1. Students in Beginning and Early Intermediate are new (less than two years on site) to BV and are being supported by an ELD specialist teacher with pull-out EL instruction in the middle school and ELD instruction in the elementary grades by an ELD specialist and the general education teacher who utilizes district adopted strategies and materials.

2. The Principal has made the new EL standards and various ELD strategies to assist in the success of our ELL students the focus of staff development meetings. Additionally, staff members frequently review the progress of EL students and provide valuable input to improve strategies for the delivery of instruction.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement
LEA GOAL:
1. Ensure opportunities for academic progress of all students through a rigorous and standards-based curriculum and instructional program 2. Ensure appropriate academic intervention supports for students with special needs 3. Equip every student with 21st Century learning skills, including critical thinking, civic responsibility, creativity, collaboration and communication 4. Equip every student with an instructional program that ensures high school graduation, and college/career readiness

SCHOOL GOAL #1:

1. Academic Goal: Increase California Assessment of Student Performance and Progress (CAASPP) scores of students meeting/ exceeding standards by a minimum of 5% annually with the overall goal of reaching/maintaining 80% of students meeting or exceeding standards in both ELA and Math subtests. (This is our long range goal as we utilize PD to interrupt data, analyze the curriculum we are delivering, and re-structure our Invention program delivery)

Action items to achieve goal:

- Analyze 2016-2017 CAASPP Data to set current 5% increase for individualized goals
- Utilize Benchmark Advance to assess progress in ELA in elementary grades
- Utilize Renaissance 360 Testing to monitor progress in ELA and Math
- Open collaboration across the school district
- Professional Learning for Instructional Coaching for Grade Level & Middle School Subject Specialists
- Increased articulation with High School Department Chairs
- Employ strategies to reduce D and F grades in our Middle School

2. Students with Disabilities: (Closing the GAP) Increase California Assessment of Student Performance and Progress (CAASPP) scores of students with disabilities meeting standards by a minimum of 5% annually with the overall goal of reaching/maintaining 65% of students with a disabilities meeting standards in both ELA and Math subtests.

Action items to achieve goal:

- Analyze 2016-2017 CAASPP Data to set current 5% increase for individualized goals
- Utilize Benchmark Advance to assess progress
- Utilize Renaissance 360 Testing to monitor progress
- Open collaboration between general education teachers, EL specialists, and Special Education teachers across the school district
- Professional Development to improve instructional strategies and re-vamp program delivery models
- Provide remedial instruction in Math and ELA

Data Used to Form this Goal:

Local benchmark assessment data, STAR 360 Reading and Math screening assessments, and the Spring 2017 CAASPP state testing data. Data from a school administered survey in 2017 was analyzed which led to the formation of the school goal. Initial development of the goal was determined by Administration, School Site Council, and Instructional Leadership Team and based on discussion of the results of the school survey. Survey and LCAP requirements (College readiness). Local assessments including benchmark formative and summative assessment data and report card data from the second semesters of the 2016 - 2017 school year.

Findings from the Analysis of this Data:

1. English/Language Arts: Beverly Vista did not meet the goal of 74% either meeting or exceeding the standards in 2016 - 2017 school year as measured by the CAASPP and local benchmark data (proficient or advanced). 72% of students in grades 3 - 8 met or exceeded the standards on the CAASPP assessments, up one point from the previous year. When benchmark data was isolated 89% of students in grades K - 8 were measured proficient or advanced, however, when CAASPP data was factored in 80% of students overall were measured proficient or advanced.

2. Math: Beverly Vista did not meet the goal of 67% either meeting or exceeding the standards in 2016 - 2017 school year as measured by the CAASPP and local benchmark data (proficient or advanced). 66% of students in grades 3 - 8 met or exceeded the standards on the CAASPP assessments, up two points from the previous year. When benchmark data was isolated 84% of students were measured proficient or advanced, however, when CAASPP data was factored in 75% of students overall were measured proficient or advanced.

3. Science: Students in grades 5 and 8 participated in the CAASPP Science pilot test and no scores were offered by the state. 86.2% of students in grades 6 - 8 demonstrated proficiency in Science as measured by the second semester local benchmark assessment.

4. Subgroup Populations: Beverly Vista did meet the goal in 2016 - 2017 school year as measured by the CAASPP and local benchmark data. The following data illustrates how our students designated as EL or Special Education fared in CAASPP and local benchmark assessments:

English Learner
ELA CAASPP: 37% (up from 28%) Math CAASPP: 45% (up from 36%)
ELA Benchmark: 70% (up from 52%)   Math Benchmark: 79% (up from 68%)

Students w/ Disabilities
ELA CAASPP: 45% (up from 35%)   Math CAASPP: 36% (up from 34%)
ELA Benchmark: 70% (down from 79%)   Math Benchmark: 60% (up from 55%)

How the School will Evaluate the Progress of this Goal:

- Analysis of the CAASPP testing data
- DRA assessments
- Baseline, interim and final assessment results for all students in general education utilizing the STAR 360 Reading and Math screening program and in EL language intervention programs
- Classroom observations and discussions with teachers regarding instructional practice
- Report cards and progress reports
- Student work samples
- Teacher assessments and/or measurement tools
- K-8 Benchmark assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development training in core subject standards, new EL standards and strategies, and effectively utilize technology to enhance instruction and provide better access to information for students.	August 2017 - June 2018	• Administration • EL Instructor • Technology TOSA	Professional Development on Wednesdays provided by Beverly Vista and District Administration	None Specified	None Specified	
			Send teachers and administrators to conferences to improve and expand knowledge and strategies of subject area instruction	0000: Unrestricted	District Funded	5,000.00
			Utilize Technology Professional Development Teachers on Special Assignment to assist in the development of integrating educational technology in the classroom.	None Specified	Foundation	40,000.00
Parent and student communication toward meeting goal.	August 2017 - June 2018	• Administration • Teachers	Administrative and teacher communication via Jupiter Grades, emails, Phone calls, Progress reports, Report cards	None Specified	None Specified	
			Updates to community and request for feedback from all stakeholders	None Specified	None Specified	
			PTA meetings	None Specified	None Specified	
			DELAC/ELAC Parent Engagement (carry over)	5800: Professional/Consulting Services And Operating Expenditures	Title III Immigrant Education Program	381.20

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide funds for materials, equipment and supplies for teachers.	August 2017 - June 2018	• Site and District Administration • PTA • Administration	PTA Wish List and Enrichment funds for materials, supplies and programs, classroom equipment, and enrichment programs.	None Specified	Parent-Teacher Association (PTA)	57,950.00
			Funds for subscriptions such as Renaissance, Brian Pop, Scholastic Spin, Type to Learn, IXL Math, Lexia, Accelerated Reader	None Specified	Parent-Teacher Association (PTA)	11,000.00
			EL PD Materials - Scaffolding Tool	4000-4999: Books And Supplies	Title III	436.00
			MackinVia eBooks for ELs for SS and Science	4000-4999: Books And Supplies	Title III Immigrant Education Program	1149.50
			Lexia for ELs	4000-4999: Books And Supplies	Title III Immigrant Education Program	1000.00
			Informational Text for EL students for SS and Science	4000-4999: Books And Supplies	Title III Immigrant Education Program	511.00
			EL Instructional Materials - Additional - Glossaries, Dictionaries, Thesauri (carry over)	4000-4999: Books And Supplies	Title III Immigrant Education Program	200.00
Provide intervention opportunities to ELL and Special Education students to assist them in reaching proficiency in core subject areas.	August 2017 - June 2018	• Administration • EL Teacher • General Education and Intervention Teachers	Before, lunchtime, and after school extra assistance opportunities provided by teachers	None Specified	None Specified	
			EL Instruction and Coordinator - K-8	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	40,040.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Classroom observations and discussions with teachers regarding instructional practices. Articulation among grade-level and subject-area teachers.	August 2017 - June 2018	• Administration • Teachers • District Office Staff	Regular conferencing with teachers to discuss instructional strategies and techniques in addition to administrative observation of classrooms. Provide release time for collaboration of grade level and subject area educators.	None Specified	Parent-Teacher Association (PTA)	3,000.00
Continue to provide extended school library hours two days per week to offer students a safe and quiet space to work on projects, complete homework, conduct research, and write papers.	August 2017 - June 2018	• Administration • Staff	Extended hours funding provided by Joint Powers Agreement with the City of Beverly Hills	0000: Unrestricted	General Fund	
Provide intervention opportunities before and after school in the areas of ELA and Math to students in grades 1-8. These classes will be facilitated by credentialed teachers.	October 2017 - May 2018	• Administration • Staff	Paid after school hours for credentialed staff for tutoring in ELA and Math.	None Specified	Parent-Teacher Association (PTA)	5,000.00
Elementary and Middle school students will have the opportunity to participate in Science Olympiad.	August 2016 - June 2017	• Administration • Teachers • PTA	Materials for Science Olympiad		Parent-Teacher Association (PTA)	6,000.00
All students in grades PK - 5 will engage in science enrichment activities taught by outside vendor Hightouch Hightech/Polymer Pat.	August 2016 - June 2017	• Administration • Teachers • PTA	Science enrichment services		Parent-Teacher Association (PTA)	19,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide technology equipment, infrastructure, and professional development training to teachers and students to better implement the new curriculum and to access more deeply information and assessment practice. The goal is to move towards a 1:1 model for technology.	August 2016 - June 2017	• Site and District Administration - Board of Education • PTA	Technology equipment		Parent-Teacher Association (PTA)	50,000.00
			Technology equipment		Donations	92,000.00
			Professional Development: Educational Technology Training		Foundation	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Readiness
LEA GOAL:
By June of 2018, 80% of our 8th grade students will have identified a Career Cluster by end of 3rd quarter that is a best fit for them. (This will allow for additional articulation of our students into high school elective courses and help develop their talents)
SCHOOL GOAL #2:
By June of 2018, 80% of our 8th grade students will have identified a Career Cluster by end of 3rd quarter that is a best fit for them. (This will allow for additional articulation of our students into high school elective courses and help develop their talents)
Data Used to Form this Goal:
Survey data, records, and LCAP requirements
Findings from the Analysis of this Data:
100% of middle school students were exposed to college readiness activities and 100% of parents were informed of college readiness opportunities for their child as measured Administration and educators' implementation of various activities and outreach that took place during the school year. Students are able to form a clearer vision of future opportunities for higher learning due to increased exposure to colleges, universities, and specialty schools.
How the School will Evaluate the Progress of this Goal:
• Maintain data from specific school events • Data from pre- and post-surveys • Naviance needs assessments and completion data • Data collected from 8th grade project • Working with K-8 Grade Level and MS Subject Specialists to create opportunities in each grade level for students to explore Careers and Post-Secondary options • Students with disabilities will complete a career inventory survey that will assist with identifying potential post-secondary interest or opportunities as part of their transition plan in their IEPs

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to develop student and parent education activities that lead to awareness of four-year college or specialty school.	August 2017 - June 2018	• Site and District Administration • School Counselor • Staff • Beverly Hills High School Staff	Continued professional development and articulation with high school college and career readiness counselor for K-8 school counselor	None Specified	None Specified	
			Middle school meeting with students regarding A-G requirements	None Specified	Parent-Teacher Association (PTA)	1000.00
			Host representatives from local universities and colleges to speak with our students about pathways to college.	None Specified	None Specified	
			Provide an opportunity to have students attend an event or tour of USC and /or UCLA	None Specified	Parent-Teacher Association (PTA)	1000.00
Continue implementing of a Wednesday morning speaker series featuring professionals from various fields in addition to representatives from colleges and universities to discuss higher education options and pathways to college and career.	August 2017 - June 2018	• Site Administration • PTA	Continue the development of a speaker series in which professionals from various fields educate our students and parents about pathways to college and career.	None Specified	Parent-Teacher Association (PTA)	500.00
All students in the 8th grade will work on Naviance to develop and enhance their study skills, increase awareness of their role in the community and develop a more global view of the options available to them in the future.	August 2017 - June 2018	• Site and District Administration • School Counselor • Staff	District purchased license for Naviance program	0000: Unrestricted	District Funded	800.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Completion of 8th grade project in which students create resume of their education and leadership experiences to date and writing a letter/statement of intent laying out a vision for where they think they will be in 5 years and what they will need to do to get there.	August 2017 - June 2018	• Site Administration • School Counselor • Staff	Development of materials to facilitate project	None Specified	None Specified	
Teachers and students to wear college spirit wear one day each week to make additional college options visible and create awareness of higher education opportunities. College and university materials to be purchased and visible throughout the school.	August 2017 - June 2018	• Administration • School Counselor • Staff • PTA	Purchase college/university branded items to such as posters, pennants, and brochures so as to expose students to various institutions.	None Specified	Parent-Teacher Association (PTA)	1,000.00
Maintain a partnership with the Beverly Hills High School's Career Technical Education program by sending Beverly Vista Middle School students to work with high school students and instructors at the high school's television station KBEV, school yearbook program known as the Watchtower, the school's newspaper called Highlights, and the school's podcast/radio station.	August 2017 - June 2018	• Site and High School Administration • Beverly Hills High School Staff	Students responsible for transportation to high school program.	None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Connectedness Goal
LEA GOAL:
By June 2018, there will be an increase of 3% in Student Safety and/or School Connectedness rates.
SCHOOL GOAL #3:
By June 2018, 80% percent of Guardians and Students have a direct connection or feel like a part of their School.
Data Used to Form this Goal:
Data from a district-wide parent and student survey administered in Fall of 2016 and Spring of 2017 was analyzed to formulate this goal.
Findings from the Analysis of this Data:
• Results of the district-wide administered survey of parents and students revealed that 86% of Beverly Vista students feel safe at school and 75% of students feel they are a part of the Beverly Vista school community.   • Students would benefit from having more activities which would make them feel more included in the school environment.   • Parents and students overwhelmingly feel safe at Beverly Vista and that they feel there is an adult on campus that cares for them.
How the School will Evaluate the Progress of this Goal:
• Student pre-survey will be conducted October 2017 with students in grades 5 - 8 and parents to determine level of connectedness with the school. Post-survey will be administered in Spring 2018.   • Principal will write summative newsletter article incorporating results of survey data and present to School Site Counsel, Instructional Leadership Team, and the overall school community.   • School will offer opportunities in enrichment programming and survey participants as to the effectiveness of the programs.   • School Counselors will analyze attendance data and work with students that have chronic attendance issues.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop a survey regarding school connectedness and administer it to all students in grades 5 - 8 and the parent community. Tabulate and disaggregate survey results; Principal to relay results to School Site Council, Instructional Leadership Team, and teaching staff to develop strategies and practices which will assist in achievement of goal. Implement strategies created by ILT and teaching staff to achieve goal. Administer post-survey to determine goal achievement; Tabulate and disaggregate data to determine goal achievement.	August 2017 - June 2018	• Site Administration • Teachers • Parents • Students	Develop survey materials	None Specified	None Specified	
Continue implementing the John Wooden Pyramid of Success character education program across grade levels to assist in building confidence, teamwork, responsibility, and independence in our students. In addition, some students will participate in the Wooden Academy at UCLA and present strategies, philosophies, and techniques to the rest of the middle school students.	August 2017 - June 2018	• Site and District Administration • Staff	Purchase and create Pyramid of Success materials to distribute to students and to display around the school campus.	None Specified	Parent-Teacher Association (PTA)	1,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to partner with the Beverly Hills Maple Center's Community Circle program.	August 2017 - May 2018	• Administration • Maple Center of Beverly Hills	All materials provided by the Maple Center	None Specified	None Specified	
Continue Beverly Vista School counselor, school psychologist, and speech pathologist-coordinated Social Skills Groups in the Elementary School and Middle School grades.	August 2017 - June 2018	• Administration • Counselor • School Psychologist • Speech Pathologist	School generated materials	None Specified	None Specified	
Coordinate Cyber Safety & Anti-Bullying Awareness – Digital Literacy Week lessons and invite Beverly Hills Police Department officers to provide lectures/presentations to students.	August 2017 - June 2018	• Administration • Counselor • Beverly Hills Police Department	School generated digital materials	None Specified	None Specified	
Continue to facilitate improved and upgraded facilities which will foster increased school pride and connectivity.	July 2017 - June 2018	• Board of Education • Site and District Administration	Various remediation projects across campus	None Specified	None Specified	
Partner with Staff and the PTA to implement strategies for building community culture such as multi-cultural events.	August 2017 - June 201\8	• Administration • Staff • PTA	Facilitate multi-cultural events, parent education seminars, and family nights	None Specified	Parent-Teacher Association (PTA)	2,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide various student engagement opportunities such as Service Learning activities, Middle School and Elementary School Student Councils, Yearbook, Art Club, Chess Club, Middle School and Elementary School Science Olympiads, Science Fair, Math Counts, School Community Garden, STEM lunchtime workshops, and Arts programs.	August 2017 - June 2018	• Administration • Staff • PTA Leadership	Required staffing for extra-curricular programs	None Specified	Foundation	15,000.00
			Rediscover Center STEM lunchtime activity program	None Specified	Parent-Teacher Association (PTA)	7,000.00
			Math Counts entrance fees and materials	None Specified	Parent-Teacher Association (PTA)	1,000.00
			Service Learning advisor	None Specified	Parent-Teacher Association (PTA)	2,985.00
			Art Club materials	None Specified	Parent-Teacher Association (PTA)	1,000.00
			Instrumental Music program	None Specified	Parent-Teacher Association (PTA)	5,000.00
			Vocal Music program	None Specified	Parent-Teacher Association (PTA)	5,000.00
			Elementary and Middle School Science Olympiad program materials	None Specified	Parent-Teacher Association (PTA)	4,250.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

<u>**Centralized Service Goal #3**</u>

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	District Funded	5,800.00
	Donations	92,000.00
None Specified	Foundation	55,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	40,040.00
	Parent-Teacher Association (PTA)	75,500.00
None Specified	Parent-Teacher Association (PTA)	110,685.00
4000-4999: Books And Supplies	Title III	436.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	2,860.50
5800: Professional/Consulting Services And	Title III Immigrant Education Program	381.20

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	5,800.00
Donations	92,000.00
Foundation	55,000.00
LCFF - Supplemental	40,040.00
Parent-Teacher Association (PTA)	186,185.00
Title III	436.00
Title III Immigrant Education Program	3,241.70

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	167,500.00
0000: Unrestricted	5,800.00
1000-1999: Certificated Personnel Salaries	40,040.00
4000-4999: Books And Supplies	3,296.50
5800: Professional/Consulting Services And Operating	381.20
None Specified	165,685.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	333,167.70
Goal 2	45,235.00
Goal 6	4,300.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Christian Fuhrer	X				
Alyssa Para			X		
Andi Barron			X		
Ellen Kwon		X			
Janine Erickson		X			
Caryn Asherson		X		X	
Shelly Lucky		X			
Don Rosen				X	
Sheena Singh				X	
Nicole Ehrlich				X	
Mary White				X	
Pantea Shemtov				X	
Numbers of members of each category:	**1**	**4**	**2**	**5**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

_____
Signature

English Learner Advisory Committee

_____
Signature

Special Education Advisory Committee

_____
Signature

Gifted and Talented Education Program Advisory Committee

_____
Signature

District/School Liaison Team for schools in Program Improvement

_____
Signature

Compensatory Education Advisory Committee

_____
Signature

Departmental Advisory Committee (secondary)

_____
Signature

X   Other committees established by the school or district (list):

School Safety Committee; Instructional Leadership Team

_____
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 11/29/2017.

Attested:

Christian Fuhrer		
Typed Name of School Principal	Signature of School Principal	Date

Ellen Kwon		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date