

School: Grand View Elementary School

Year: 2017-2018

School Local Control & Accountability Plan

School Profile

Grand View provides an aesthetically rich, child-centered environment. Artifacts of student success, celebrations of student learning, and evidence of parent participation are highly visible. The open campus has large grass areas, flower gardens, a Children's Organic Garden in which all grade levels participate, colorful murals, and galleries of student work. Grand View prides itself in incorporating a welcoming, small-town, Manhattan Beach spirit into the school. We are extremely proud of our 2012 National Green Ribbon Award, 2015 National Blue Ribbon as well as our 2010 and 2014 California Distinguished School Awards.

Grand View draws from a community that values education and sets high expectations for its schools. Teamwork is exemplified in all aspects of the school program. Within this team environment we possess:

- Children who enthusiastically come to school ready to learn
- Parents who passionately support and value learning
- A dedicated, caring and skilled professional staff
- District level support
- Committed business and community partners
- Staff, students, and parents who embrace a character and wellness programs

Grand View School, built by the Works Progress Administration (WPA) in 1939, serves 750 children from an upper middle class, beachside community of approximately 36,000 residents, located four miles south of Los Angeles International Airport. It is a K-5 school, housed on two adjoining campuses, with 30 general education classrooms. The school's Learning Center Team supports students qualifying for the Resource Specialist Program, Remediation Support Programs, Occupational Therapy, Speech and Language, Full Inclusion, Adaptive Physical Education, and English Language Learner programs. The principal serves on a learning center team with the school psychologist, learning center teachers, speech and language pathologist and occupational therapist who provide ongoing support to meet the needs of identified students school-wide. General education staff draw support and receive training from the specialists that comprise the Learning Center Team.

Grand View maintains a continued commitment to the integration of the state-approved standards, as well as the implementation of a systematic English-Language Arts and mathematics program. Writer's and Reader's Workshop along with CGI has been implemented in all grades. Special support systems are in place for students struggling with learning in order to give all children access to the District curriculum. Reading, language, and mathematics assessments are conducted three times each year to determine student progress in these essential areas. Grand View staff strives to implement a relevant, differentiated curriculum in order to address the various levels and abilities of students. All first through fifth grade classes participate in a grade-wide differentiated instruction time for approximately one hour per day. Teachers are given a weekly planning time to ensure collaboration to discuss student assessments and progress. An active Student Success Team (SST) process helps to identify students who need interventions. SST meetings occur regularly to develop accommodation plans for general education students having specific difficulties academically and/or socially.

Grand View prides itself on the successful integration of the visual arts throughout its standards-based curriculum. Grand View's commitment to the arts resulted in earning a five-year nationally recognized grant from the Getty/Annenberg Foundations. In addition, Grand View was honored as a finalist in the Los Angeles County BRAVO Awards Competition.

The Grand View PTA and School Site Council are highly active and provide generous support and resources to enhance the quality of the educational programs at the school. Parents are encouraged to participate in their child's educational program. Grand View has approximately 500 volunteers who average over 2,500 hours per month of service.

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	120	121	125	120	119	120	120	119	120	100.0	99.2	96
Grade 4	141	121	122	139	118	121	139	118	121	98.6	97.5	99.2
Grade 5	115	149	126	112	143	124	112	143	124	97.4	96	98.4
All Grades	376	391	373	371	380	365	371	380	365	98.7	97.4	97.9

* 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	2508.6	2516.6	2498.0	64	70	62.50	25	20	18.33	8	6	15.00	3	4	4.17
Grade 4	2540.9	2556.0	2541.3	60	68	57.02	26	20	26.45	9	9	10.74	5	3	5.79
Grade 5	2564.1	2580.3	2577.9	41	55	50.81	42	31	38.71	13	7	8.06	4	7	2.42
All Grades	N/A	N/A	N/A	56	63	56.71	30	24	27.95	10	7	11.23	4	5	4.11

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	61	60	57.50	36	35	31.67	3	5	10.83
Grade 4	58	56	50.41	35	42	42.98	7	2	6.61
Grade 5	54	57	53.23	39	34	42.74	6	10	4.03
All Grades	58	57	53.70	37	37	39.18	6	6	7.12

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	56	61	55.00	40	34	38.33	4	5	6.67
Grade 4	47	55	47.11	46	42	47.11	7	3	5.79
Grade 5	36	63	58.87	53	28	38.71	12	9	2.42
All Grades	46	60	53.70	46	34	41.37	8	6	4.93

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	40	47	45.00	59	48	48.33	1	5	6.67
Grade 4	46	44	43.80	52	53	52.07	2	3	4.13
Grade 5	46	43	41.94	50	52	56.45	4	5	1.61
All Grades	44	45	43.56	54	51	52.33	2	4	4.11

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	61	70	57.50	36	24	35.83	3	7	6.67
Grade 4	53	67	55.37	44	31	41.32	4	3	3.31
Grade 5	48	58	52.42	47	36	41.13	4	6	6.45
All Grades	54	64	55.07	42	31	39.45	4	5	5.48

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	120	121	125	120	119	120	120	119	120	100.0	99.2	96
Grade 4	141	121	122	139	118	121	139	118	121	98.6	97.5	99.2
Grade 5	115	149	126	112	143	124	112	143	124	97.4	96	98.4
All Grades	376	391	373	371	380	365	371	380	365	98.7	97.4	97.9

* 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	2489.7	2496.2	2486.6	42	50	40.83	38	31	39.17	18	15	15.00	2	3	5.00
Grade 4	2535.7	2540.1	2536.0	42	47	45.45	35	36	32.23	20	17	19.01	2	0	3.31
Grade 5	2569.5	2562.0	2565.0	44	41	44.35	30	28	31.45	24	20	16.94	2	11	7.26
All Grades	N/A	N/A	N/A	43	46	43.56	35	32	34.25	21	17	16.99	2	5	5.21

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	58	64	57.50	33	28	32.50	8	8	10.00
Grade 4	56	62	59.50	32	35	33.06	12	3	7.44
Grade 5	63	52	55.65	30	28	30.65	6	20	13.71
All Grades	59	59	57.53	32	30	32.05	9	11	10.41

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	52	55	55.00	44	37	38.33	4	8	6.67
Grade 4	50	51	49.59	45	47	47.11	4	3	3.31
Grade 5	35	40	45.16	58	43	43.55	7	17	11.29
All Grades	46	48	49.86	49	42	43.01	5	10	7.12

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	55	61	55.00	43	36	40.00	2	3	5.00
Grade 4	53	57	47.93	42	39	45.45	6	4	6.61
Grade 5	38	32	37.90	59	57	53.23	4	11	8.87
All Grades	49	49	46.85	47	45	46.30	4	6	6.85

Review of Performance

Grand View Elementary School

Based on a review of performance on progress toward school goals, state indicators and local performance indicators, local assessments, stakeholder input, or other information, what progress from last year is the school most proud of and how does the school plan to maintain or build upon that success?

GREATEST PROGRESS

With the implementation of champions of character values and a newfound focus on gratitude, compassion, courage, and kindness programs, Grand View students and teachers developed a common language that improved school climate. A greater focus on social emotional wellness involving students, teachers, and parents with an emphasis on community service also contributed to stronger home-school connections.

Based on a review of last year's school goals, state indicators and local performance indicators, local assessments, stakeholder input, or other information, what steps is the school planning to take to address the areas with the greatest need for improvement and any performance gaps?

GREATEST NEED

The 2016-17 SBAC data indicated a significant decrease in above standard achievement in mathematical problem solving and reasoning. Additionally, the percent of students above standard in the area of ELA listening was the lowest in all grade levels in comparison to all four ELA claims.

District LCAP Goals

1. Improving student achievement through the implementation of research-based teaching and learning strategies.
2. Improve student achievement by targeting students not meeting standards.
3. Maximize safety and promote a school climate that engages and supports the needs of all students.
4. MBUSD will improve student achievement through high quality professional development for employees.
5. Students will maintain strong results in key indicators of student success.

**School Performance Goal #1:
Improving student achievement in mathematical problem solving and reasoning.**

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
2, 4	1, 2, 4	<p>For the 2017 SBAC problem solving claim the cohort scores for 4th and 5th grade above standard decreased 5%.</p> <p>For the 2017 SBAC reasoning claim the 4th grade cohort in above standard decreased 13% and the 5th grade cohort in above standard decreased 19%.</p>	<p>All classrooms will focus on problem solving and reasoning through CGI strategies as evidenced by student use of multiple strategies, number talks, daily math routines, conferring, leveled problem sets, and flexible grouping. Focusing on coherence and rigor, students will apply the Standards for Mathematical Practice.</p>	All	<p>Teachers will attend PD on Common Core Math, CGI and observe teachers from other districts and MBUSD who are experts in the field.</p> <p>District Math TOSA will support teachers in class and at grade level meetings.</p> <p>A greater emphasis will be placed on mathematical vocabulary so that students can better navigate word problems.</p> <p>The use of common math assessments so that teachers can better collaboratively analyze students' needs and share best practices.</p> <p>Math Olympiad will be implemented for grades 4 and 5 to support extension of mathematical thinking and challenge.</p> <p>Teachers will support struggling students through small group interventions and conferring.</p> <p>Teachers will provide students</p>	N/A	

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
					with access to online programs with targeted procedural skill practice.		

**School Performance Goal #2:
Increase engaged listening.**

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
2, 4	1, 2, 4	<p>On the 2017 SBAC listening claim the 4th and 5th grade cohorts decreased by 3% in the above standard category.</p> <p>On the 2017 SBAC, the listening claim above standard percentage was lower in all three grade levels when compared to the reading, writing, and research claims in those same grade levels.</p>	On the 2018 SBAC, the 4th grade and 5th grade cohorts scoring above standard will increase by 5%.	All	<p>Focus on different participation/checking for understanding strategies in the classroom, such as "turn and talk", "think-pair- share", whole-group repeating directions, wipe-board responses and "whip and pass".</p> <p>Explicit teaching on the characteristics of mindful listening.</p> <p>Flexible seating and intentional placement of students in the classroom.</p> <p>Auditory games/exercises more frequently.</p> <p>Utilize SBAC interim assessments that contain listening components.</p> <p>Razz Kids, Front Row, Scholastic, Lexia-Core 5 components that provide listening activities.</p>	N/A	

School Performance Goal #3:

Develop and support sustainable programs which educate and support the whole child to ensure a safe and caring school climate.

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
5, 6	3	<p>Support for the development of the "whole child" by promoting character values and student wellness through social emotional learning, school connectedness and community service.</p> <p>Reduce the amount of playground discipline issues, grounds citations, reported exclusion, aggression or bullying.</p> <p>Increase mindfulness and brain break activities throughout the day. Develop student athletes who "set the standard" of integrity on the field and playground.</p> <p>Healthy Kids Survey 2017 reported increase in empathy (51%-57%) and an increase in the school teaching students to care about each other and treat each other with respect(71% to 95%.)</p>	<p>Students will develop strong self-discipline, interpersonal skills, personal values, social and civic responsibilities and respect for nature and for others.</p> <p>All students will build capacity as champions of character as measured by increased leadership and through their participation in classroom and school-wide activities and focusing on character development, social emotional learning and community service.</p> <p>Students will improve their perspective training, empathy, kindness as well as learn complex problem solving strategies through Mind Up activities and training.</p> <p>Ground citations and office referrals will decrease by 10%.</p>	All	<p>Continued implementation of Mind Up -brain focused strategies for learning and living.</p> <p>Continue promoting Champions of Character Values (school-wide initiative) : Gratitude, Compassion and Courage.</p> <p>Newly formed GV Character and Wellness Council and student character and social emotional wellness commissioners.</p> <p>Staff and grade level professional learning community collaboration meetings to promote and sustain school-wide efforts to personalize learning and share of best practices.</p> <p>Community service/Joyful Giving Projects: Everyday/ Unsung Heroes, Socks and lunches of Love, Adopt a Family, Heal the Bay, Soles for Souls, 1736 House, Richstone Walk, Skecher's Walk, Orphanages in Kenya and Nicaragua.</p>		

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
			<p>Maker's Space will increase innovation and creativity in a collaborative and explorative setting addressing the unique needs of each child to express their individuality and originality in design.</p> <p>Physical Education will increase physical activity of students while developing athletes with integrity and responsible behavior.</p>		<p>Student Leadership: student council officers include green, safety/wellness and character commissioners.</p> <p>School- wide assemblies 3 times a year celebrating character values organized by student leaders. Discipline and Character Assemblies- Principal led assemblies incorporating inspirational videos. mentor texts, and songs.</p> <p>Continue implementation of the I Set the Standard program in PE to recognize exemplary students showing integrity in sports. Gator Gratitude Stamps/Gator awards for recognition of students doing the right thing.</p> <p>PE Specialist - 100 minutes weekly with grades 1-5 promoting positive behavior, cooperation and integrity in play.</p> <p>Innovation Stations- New innovative spaces exploring key learning values, creativity and imagination.</p> <p>Maintain high percentage on 2018 Healthy Kids Survey of</p>		

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
					students who feel and taught to empathy, care and respect at school.		

Stakeholder Collaboration Timeline

Grand View Elementary School 2017-2018

Event	Location	Date
Site Leadership	GV Office	10/24/17
School Site Council	GV Library	11/2/17
GV PTA executive board	GV room 24	11/9/17
Site Leadership	GV office	11/28/17
GV Staff Meeting	GV room C1	10/3/ & 12/5/18
GV Staff Meeting: Prof Development- Math problem solving and reasoning strategies	GV room C1	1/9/18