

**School: Pacific Elementary School**

**Year: 2017-2018**

**School Local Control & Accountability Plan**

## School Profile

Pacific Elementary School is one of five elementary schools serving the students of Manhattan Beach. Pacific is an extraordinary school with a long tradition of academic excellence and high achievement by all students. The classrooms and campus are evidence of the strongly child-centered program that attends to the academic, social, personal, and physical needs of every child. Pacific students understand that their success is measured through their character achievements, as well as their academic success. The Pacific staff takes pride in its partnership with parents and the community to provide an exemplary curriculum and innovative programs. The school has a strong commitment to the success of all students in the Panther family. Pacific School serves 615 students in transitional kindergarten through fifth grade.

Pacific's strengths are best reflected in the attitude, behavior, and performance of students, teachers, and parents. Students see themselves as thinkers, problem-solvers, and decision-makers. Staff and parents are apprised of student progress and best practices through meetings, workshops, and conferences. The parent support at Pacific is outstanding. On any given day, it is not unusual to find over thirty volunteers on campus at any one time. Parents volunteer thousands of hours per year, and they are a visible and driving force behind Pacific School. Volunteers help in the classroom, in science and innovation labs, in the library, on the playground, on field trips, and during school-wide community events. They also sponsor and lead important programs that supplement our daily curriculum such as MakerSpace, Growing Great, Young at Art, Artist in Residency and our Paw Prints student publication.

Pacific Elementary School was recognized as a California Gold Ribbon School in 2016 due in part to the school community commitment toward educational excellence for all students. The Principal and Assistant Principal at Pacific, with input from our stakeholders, developed the school Local Control and Accountability Plan. This plan fulfills our school wide goal to provide an environment that emphasizes rigorous learning opportunities and high expectations for academic and personal student achievement. This plan also defines specific areas in which teachers, specialists and parents provide additional support for all students below grade level expectations in English-Language Arts, Mathematics, Social Science, and Science.

Dedicated teachers demonstrate concern for each child's progress. To maximize their effectiveness, teachers engage in programs such as peer coaching, team teaching, and grade-level planning. The Pacific staff strives to meet the unique learning needs of all students through differentiated instruction, such as individualized curriculum, pacing groups, staggered starts, or grade rotations. Decisions regarding intervention are made based on a variety of data including district and local assessments, classroom observations, and team discussions. Each student's unique learning profile is respected and nurtured at Pacific.

Pacific teachers incorporate three unique programs in their day to day to promote self awareness and character development: "Character Counts", AOK (Acts of Kindness), "Mind Up" and this year we are preparing the launch PBIS (positive behavioral interventions and support). The goal of Pacific School's "Character Counts" program is to teach students trustworthiness, respect, responsibility, fairness, caring and citizenship. We believe that exceptional character is critical for life success. The AOK slips are used to catch students being good. This positive reinforcement program is to recognize children for displaying "Acts of Kindness". The MindUp program integrates mindfulness strategies and brain research to reduce stress and make students more self-aware. We have weekly Spirit Assemblies. Students are recognized by name at these assemblies if they have demonstrated good citizenship during the previous week. We hold high expectations for all, ensuring social and emotional security for everyone.

With standards-based instruction as a foundation and a spirit of excellence as a driving force, we anticipate that the 2017-2018 school year will be filled with learning and academic, emotional, and social success.

## 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	121	115	115	119	113	114	119	113	114	98.3	98.3	99.1
Grade 4	93	119	116	92	114	116	92	114	116	98.9	95.8	100
Grade 5	127	93	118	123	91	116	123	91	116	96.9	97.8	98.3
All Grades	341	327	349	334	318	346	334	318	346	97.9	97.2	99.1

\* 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	2505.1	2515.5	2504.4	61	71	64.04	21	16	20.18	14	9	12.28	3	4	3.51
Grade 4	2569.4	2545.6	2573.8	75	57	75.86	18	28	16.38	5	9	5.17	1	6	2.59
Grade 5	2589.8	2595.1	2590.3	59	66	59.48	29	23	26.72	7	7	6.90	4	4	6.90
All Grades	N/A	N/A	N/A	64	64	66.47	23	22	21.10	9	8	8.09	3	5	4.34

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	66	64	57.89	29	31	37.72	5	5	4.39
Grade 4	66	55	74.14	30	40	25.00	3	4	0.86
Grade 5	52	59	66.38	37	31	25.86	11	10	7.76
All Grades	61	59	66.18	33	34	29.48	7	6	4.34

<b>Writing</b> 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	51	60	61.40	43	34	33.33	6	6	5.26
Grade 4	72	56	68.10	26	37	28.45	2	7	3.45
Grade 5	79	65	62.07	17	26	32.76	4	9	5.17
All Grades	67	60	63.87	29	33	31.50	4	7	4.62

<b>Listening</b> 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	44	53	43.86	55	45	55.26	1	2	0.88
Grade 4	53	47	56.03	47	49	41.38	0	4	2.59
Grade 5	44	52	53.45	53	47	43.10	3	1	3.45
All Grades	46	51	51.16	52	47	46.53	1	2	2.31

<b>Research/Inquiry</b> 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	55	60	60.53	41	34	35.96	4	6	3.51
Grade 4	66	46	60.34	33	49	37.07	1	4	2.59
Grade 5	65	76	62.07	33	23	33.62	2	1	4.31
All Grades	62	60	60.98	36	36	35.55	3	4	3.47

## 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
<b>Grade 3</b>	121	115	115	119	113	114	119	113	114	98.3	98.3	99.1
<b>Grade 4</b>	93	119	116	92	114	116	92	114	116	98.9	95.8	100
<b>Grade 5</b>	127	93	118	123	91	116	123	91	116	96.9	97.8	98.3
<b>All Grades</b>	341	327	349	334	318	346	334	318	346	97.9	97.2	99.1

\* 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
<b>Grade 3</b>	2487.5	2509.3	2483.6	42	52	38.60	42	40	42.98	12	7	13.16	4	1	5.26
<b>Grade 4</b>	2543.7	2527.2	2562.3	48	34	58.62	39	45	31.90	13	18	8.62	0	3	0.86
<b>Grade 5</b>	2596.7	2569.1	2583.9	64	49	56.90	21	31	23.28	11	13	12.93	4	7	6.90
<b>All Grades</b>	N/A	N/A	N/A	52	45	51.45	34	39	32.66	12	13	11.56	3	3	4.34

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
<b>Grade 3</b>	56	67	54.39	36	30	39.47	8	3	6.14
<b>Grade 4</b>	65	50	74.14	30	44	22.41	4	6	3.45
<b>Grade 5</b>	74	56	69.83	20	34	22.41	6	10	7.76
<b>All Grades</b>	65	58	66.18	29	36	28.03	6	6	5.78

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
<b>Grade 3</b>	54	62	51.75	42	36	44.74	4	2	3.51
<b>Grade 4</b>	60	42	65.52	37	53	30.17	3	5	4.31
<b>Grade 5</b>	56	56	50.86	37	35	38.79	7	9	10.34
<b>All Grades</b>	56	53	56.07	39	42	37.86	5	5	6.07

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
<b>Grade 3</b>	56	67	44.74	39	31	48.25	5	2	7.02
<b>Grade 4</b>	60	46	67.24	35	44	31.03	5	10	1.72
<b>Grade 5</b>	54	44	47.41	42	51	45.69	4	5	6.90
<b>All Grades</b>	56	53	53.18	39	41	41.62	5	6	5.20

## Review of Performance

Pacific 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

Pacific teachers have been continually refining their use of cognitively guided instruction. They have received one on one coaching, grade level support, and district-wide problem-solving training. The Spring 2017 SBAC results reflect these efforts as students in grades 4 and 5 demonstrated growth within their cohort in the areas of procedures and problem solving as well as maintained performance level in reasoning. With continued support from the elementary math coach, grade levels will be creating common quarterly formative assessments to better inform instruction and share best practices.

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

Pacific School wants to continue to decrease the number of students not meeting or nearly meeting the standards in ELA and math. Although proficiency is above 80% in all grades in both ELA and math, stakeholders continue to prioritize the need for more interventions.

## **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 through the implementation of research-based teaching and learning strategies in English Language Arts.**

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>SBAC data indicates that the 3rd grade ELA cohort who scored as 'standard nearly met' was 12.28%.</p> <p>4th grade SBAC reading for 'standard nearly met' was at 5.17%</p> <p>84% of Pacific students met or exceeded F and P reading expectations.</p>	<p>4th and 5th grade will increase cohort proficiency rate in the ELA SBAC.</p> <p>90% of students will grow at least one full year or maintain end of grade level standard based on the Fountas and Pinnell reading assessments.</p>	All	<p>Teachers will continue to attend professional development in reader's workshop focused on word wall and conferring.</p> <p>Teachers will continue to implement reading groups as well as reading workshop pedagogy.</p> <p>Teachers will continue to share best practices at staff, collaboration and grade level meetings.</p> <p>Teachers will observe other teachers and work with expert teachers to improve practice.</p> <p>Teachers will use two half release days to plan as a team in reading.</p> <p>Teachers will utilize leveled libraries for instruction.</p>	District funded	

**School Performance Goal #2:  
Improving student achievement through the implementation of research-based teaching and learning strategies in mathematics.**

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	SBAC overall achievement for students nearly meeting standard and not meeting standard is 16%.	SBAC overall achievement for students nearly meeting and not meeting the standard will decrease by 3%.	All	<p>Teachers will continue to receive professional development and coaching in CGI strategies.</p> <p>Math coach will be available for all teachers to focus on modeling strategies for students.</p> <p>Grade level meetings, collaboration Wednesdays and staff meetings will be available to share best practices.</p> <p>Students will receive additional math practice through a range of online resources.</p>	District funded	

**School Performance Goal #3:  
Maximizing safety and school connectedness for all students and employees.**

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	The 2016-17 CA Healthy Kids Survey states that 38% of 5th grade students felt that they were given a chance to decide on school and classroom rules (opportunities for meaningful participation).	The 2017-18 CA Healthy Kids Survey will show an increase of 12% in the area of 5th grade students being given a chance to decide on school and classroom rules (opportunities for meaningful participation).	All	<p>PBIS strategies explained at staff meetings.</p> <p>PBIS training for administrator, site, coach, and site team members.</p> <p>PBIS committee to be formed and will include parent and student representation.</p> <p>Student surveys distributed to collect opinions about perceived (or otherwise) values/behaviors/rules.</p>	District funded	

**School Performance Goal #4:  
Improving student achievement by targeting students not meeting standards.**

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	SBAC math data specific to problem solving and modeling/data analysis shows 10.34% of 5th grade students scoring below standard.	The percentage of 5th grade students scoring below standard on SBAC math problem solving and modeling/data analysis will decrease by 2%.	All students not meeting standards.	<p>Teachers will continue to receive professional development and coaching in CGI strategies.</p> <p>Math coach will be available for all teachers to focus on modeling strategies for students.</p> <p>Grade level meetings, collaboration Wednesdays and staff meetings will be available to share best practices.</p> <p>Students will receive additional math practice through a range of online resources.</p>	District funded	

## Stakeholder Collaboration Timeline

Pacific Elementary School 2017-2018

Event	Location	Date
School Site Council	Pacific School	December 2017
Leadership Meeting	Pacific School	November 2017
PTA Meeting	Pacific School	October 2017
Staff Meeting	Pacific School	September 2017
District Administrator Workshop	District Office	October 2017
District Administrator Meetings	District Office	August 2017