

School: Aurelia Pennekamp Elementary School

Year: 2018-2019

School Local Control & Accountability Plan

School Profile

Pennekamp Elementary School is one of five elementary schools in the Manhattan Beach Unified School District. Manhattan Beach is a small, beachside community of approximately 36,000 residents, located about three miles south of Los Angeles International Airport. Pennekamp serves 500 students in Transitional Kindergarten through 5th grade. The school campus has colorful murals, hundreds of California native plants and flowers, and an organic student vegetable garden. Aurelia Pennekamp first opened its doors in 1955 and at that time it was known as Curtis Street School. Over sixty years later, Pennekamp's traditions of academic excellence and strong levels of spirit and pride still shine brightly.

Pennekamp's strengths are best reflected in the attitude and performance of students, staff, and parents/guardians. On any given day, it is not unusual to find dozens of volunteers on campus. Each year, Pennekamp volunteers log in an excess of 30,000 hours of service to the school. Parents sponsor and lead enrichment programs such as Young at Art, Dragon Innovation Den, Growing Great, Grades of Green and other activities on campus. The Pennekamp PTA and School Site Council/Wellness Council are highly active and supportive entities that generously provide resources to enhance the quality of the educational programs for the students. The school plan fulfills our school wide goal to provide rigorous and supportive learning opportunities, as well as targeted goal areas for student improvement, which is aligned to our district LCAP goals.

The school community values education and sets high expectations for students and staff. Dedicated teachers demonstrate concern for the progress of each student. To maximize effectiveness of Pennekamp's instructional program, teachers engage in peer coaching, departmentalized teaching, weekly grade-level planning, and a Balanced Literacy Framework to support individualized reading instruction. Teamwork is an integral component of our program, and we have forged a Response to Intervention Plan at Pennekamp to ensure every child receives the just right instruction to meet their needs. Parents, staff, and students collaborate to create a child-centered environment where everyone knows he/she is valued as a contributing member of the community.

Pennekamp teachers incorporate two unique programs in their day-to-day curriculum, MindUp along with our Mindful practices, which support the social emotional health of our students, and Personalized Learning, which supports the academics in Reading, Writing and Math. Our first practice to support social emotional well-being, has changed our morning routine at Pennekamp. Our students participate in a weekly Mindful Morning assembly where a mindful quote is presented and students are asked to share what the quote means to them. This year, students have also been introduced to Every Dragon ROARS where five behavior expectations are used to guide our Positive Behavior Interventions and Support (PBIS) framework at Pennekamp. Conversations with students about behavior are centered around being Respectful, On Task, Accountable, Responsible and Safe (ROARS). Spirit Assemblies are held where students are recognized over the course of the year in each of these 5 behavioral expectations. On the instructional side, our teachers have been working to provide all Pennekamp students with data driven planning and instruction to meet each child at their level and grow their literacy and math skills. With the use of Fountas & Pinnell Reading Assessment, our teachers are able to identify students instructional and independent reading levels to support behaviors and practices that will grow their literacy skills that will shape their ability to apply and synthesize both fiction and non-fiction text. In the area of Math, our teachers have engaged in Cognitively Guided Instruction to help students make deeper connections to math practices and concepts that will strengthen their understanding and ability to explain their thinking and problem solving skills. Beginning this year, teachers are also using STEMscopes to teach the Next Generation Science Standards (NGSS). They have been trained to explore the large range of resources, including 5E lesson activities, interventions, extensions, STEMscopedia, leveled literacy, teacher set up videos, picture vocabulary, assessments, graphic organizers, and lesson flow maps.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	93	95	97	90	93	97	90	93	97	96.8	97.9	100
Grade 4	96	91	92	96	88	92	96	88	92	100	96.7	100
Grade 5	96	94	90	96	91	90	96	91	90	100	96.8	100
All Grades	285	280	279	282	272	279	282	272	279	98.9	97.1	100

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2488.0	2507.0	2501.9	57	66.67	57.73	21	19.35	32.99	13	10.75	6.19	9	3.23	3.09
Grade 4	2555.6	2520.1	2546.5	67	52.27	67.39	21	23.86	17.39	9	10.23	8.70	3	13.64	6.52
Grade 5	2581.8	2604.3	2578.1	51	63.74	56.67	33	27.47	25.56	10	7.69	8.89	5	1.10	8.89
All Grades	N/A	N/A	N/A	58	61.03	60.57	25	23.53	25.45	11	9.56	7.89	6	5.88	6.09

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	44	60.22	59.79	46	33.33	36.08	10	6.45	4.12	
Grade 4	58	57.95	58.70	36	29.55	35.87	5	12.50	5.43	
Grade 5	55	62.64	55.56	36	34.07	34.44	8	3.30	10.00	
All Grades	53	60.29	58.06	39	32.35	35.48	8	7.35	6.45	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	44	68.82	51.55	48	25.81	43.30	8	5.38	5.15
Grade 4	56	39.77	41.30	41	47.73	50.00	3	12.50	8.70
Grade 5	60	74.73	60.00	30	21.98	28.89	9	3.30	11.11
All Grades	54	61.40	50.90	39	31.62	40.86	7	6.99	8.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	42	45.16	49.48	52	51.61	47.42	6	3.23	3.09
Grade 4	45	32.95	47.83	52	53.41	51.09	3	13.64	1.09
Grade 5	44	53.85	35.56	50	42.86	53.33	6	3.30	11.11
All Grades	44	44.12	44.44	51	49.26	50.54	5	6.62	5.02

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	49	52.69	46.39	42	39.78	49.48	9	7.53	4.12
Grade 4	54	42.05	53.26	42	45.45	43.48	4	12.50	3.26
Grade 5	68	69.23	64.44	28	29.67	31.11	4	1.10	4.44
All Grades	57	54.78	54.48	37	38.24	41.58	6	6.99	3.94

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	93	95	97	90	93	97	90	93	97	96.8	97.9	100
Grade 4	96	91	92	96	88	92	96	88	92	100	96.7	100
Grade 5	96	94	90	96	91	90	96	91	90	100	96.8	100
All Grades	285	280	279	282	272	279	282	272	279	98.9	97.1	100

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2488.1	2509.7	2510.3	41	55.91	57.73	39	27.96	32.99	14	11.83	8.25	6	4.30	1.03
Grade 4	2558.4	2536.9	2557.3	61	46.59	61.96	30	32.95	22.83	6	15.91	14.13	2	4.55	1.09
Grade 5	2580.5	2580.8	2572.9	55	58.24	56.67	27	26.37	20.00	10	10.99	14.44	7	4.40	8.89
All Grades	N/A	N/A	N/A	53	53.68	58.78	32	29.04	25.45	10	12.87	12.19	5	4.41	3.58

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	59	76.34	76.29	32	17.20	20.62	9	6.45	3.09
Grade 4	76	62.50	70.65	21	29.55	22.83	3	7.95	6.52
Grade 5	66	63.74	64.44	24	25.27	25.56	10	10.99	10.00
All Grades	67	67.65	70.61	26	23.90	22.94	7	8.46	6.45

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	54	63.44	64.95	37	30.11	31.96	9	6.45	3.09
Grade 4	50	42.05	61.96	48	50.00	35.87	2	7.95	2.17
Grade 5	47	54.95	46.67	42	37.36	41.11	11	7.69	12.22
All Grades	50	53.68	58.06	42	38.97	36.20	7	7.35	5.73

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	52	63.44	69.07	46	30.11	26.80	2	6.45	4.12
Grade 4	65	51.14	57.61	32	39.77	40.22	3	9.09	2.17
Grade 5	49	47.25	47.78	39	49.45	37.78	13	3.30	14.44
All Grades	55	54.04	58.42	39	39.71	34.77	6	6.25	6.81

Review of Performance
Aurelia Pennekamp 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

Pennekamp Elementary showed annual growth of between 5-8% in both ELA and math in grades three and four. The cohort of students moving from 4th to 5th increased from 76% to 83% proficient in ELA. The number of teachers and staff reporting infractions by students resulting in behavior notices or citations, as well as frequency of principal need for behavioral intervention and supports has decreased.

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

Pennekamp 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 83% and 77% in all grades in both ELA and math respectively, stakeholders continue to prioritize the need for more interventions.

In regards to school climate, we would like to increasing the number of fifth graders reporting on that they feel safe at school and decrease the number reporting negative behaviors toward them by peers at school.

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>In 17-18, the percentage of fourth graders who scored above standard in the writing claim (41%) decreased by 28 percentage points (69%) from the prior year (cohort decrease).</p> <p>In 17-18, the percentage of third and fourth grade students scoring above standard in the research/inquiry claim was 46% and 53% respectively, which was lower than the district average</p>	<p>The percentage of fifth graders scoring above standard in the ELA writing claim will increase by at least 10 percentage points.</p> <p>The percentage of fourth and fifth graders scoring above standard in the research and literacy claims will increase by 10 percentage points.</p>	All	<p>All teachers will be given the opportunity to observe other teachers implementing workshop at Pennekamp and across the district.</p> <p>Teachers will provide opportunities for students to participate in listening and response activities such as grand conversations and when working in partnerships and small groups.</p> <p>All teachers will receive coaching opportunities in Reading and Writing Workshop.</p> <p>Teachers will be provided opportunities to work with Pathway books, Heinemann resources, and examine student work through the Learning Progressions.</p> <p>Teachers will participate in vertical articulation to analyze student work during de level collaboration and district professional development days.</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"	
					<p>All students will receive differentiated instruction including individual student conferencing and small group instruction.</p> <p>Students will continue to receive access to additional resources such as Razz Kids, Freckle, Spelling City, Scholastic weekly readers, and SBAC interim assessments.</p>		

**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	<p>The percentage of fifth graders scoring proficient in fifth grade was 77%, which is a three-year change of -5% and a one-year change of -7%.</p> <p>In 2017-18, 12% of students did not meet standards in mathematics.</p>	<p>The number of 5th graders who meet or are above standard in mathematics will show annual growth of 7%.</p> <p>In spring of 2019, the percentage of students not meeting standards in math will be lower than 12%.</p>	<p>Students achieving Below Standard and the current 5th graders.</p>	<ul style="list-style-type: none"> Identify students who require intervention using common formative assessments and SBAC interim assessment data. Teachers will analyze student work during Wednesday collaboration. Pennekamp will further develop a system of identifying students, assessing progress, and delivering intervention / extension through our RtI/MTSS structures and the practice of professional learning communities to help every student meet mathematics standard. <p>All students will receive differentiated instruction</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"	
					including individual student conferencing and small group instruction.		

**School Performance Goal #3:
Maximize 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	<p>The 2017-18 CA Healthy School Survey data show that 45% of fifth graders report being hit or pushed, 42% report mean rumors being spread about them, and 39% report being called bad names or had mean jokes made about them.</p> <p>Also, the percent of fifth graders report having caring adult relations (51%) and feeling highly connected to their school (49%) should improve.</p>	<p>In the spring 2019 CA Healthy Kids Survey, the percentage of fifth grade students reporting having caring adult relationships and feeling connected at school will increase by at least 10%.</p> <p>Furthermore, the fifth grade students reporting being hit or pushed, hearing mean rumors about them, being called bad names, or experiencing mean jokes will decrease by at least 10%.</p>	All	<p>Implement Every Dragon ROARS, Pennekamp's PBIS approach.</p> <p>Recognition of ROARS behaviors of students and adults at the school-wide assemblies.</p> <p>Students choices will be rewarded and incentives given for receiving ROARS cards for displaying positive behaviors as identified in our PBIS plan.</p> <p>All teachers will participate in PBIS training in order to practice through modeling positive behavior conversations with students.</p> <p>Continue adding fun and safe activities for student access at recess and lunch.</p> <p>Continue with the Girl Power program that helps students navigate friendships.</p>	N/A	

School Performance Goal #4:

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"	

School Performance Goal #5:

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"	

School Performance Goal #6:

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"	

Stakeholder Collaboration Timeline
Aurelia Pennekamp Elementary School 2018-2019

Event	Location	Date
Administrative Management Team Meeting	Administrative Retreat	August 2018
Administrative Team Meeting	District Office	October 2018
Reviewed for School Plan	Pennekamp Elementary	November 2018
Shared SBAC Data with Pennekamp Staff	Pennekamp Elementary	September 2018