

**School: Grand View Elementary School**

**Year: 2018-2018**

**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 character and social emotional wellness programs

Grand View School, built by the Works Progress Administration (WPA) in 1939, serves approx. 700 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 TK-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 Common Core English-Language Arts and Mathematics programs. 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. 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. YAA and art specialists support visual arts instruction. 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 provides 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		
	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	121	125	119	119	120	116	119	120	116	98.3	96	97.5
Grade 4	121	122	115	118	121	115	118	121	115	97.5	99.2	100
Grade 5	149	126	120	143	124	119	143	124	119	96	98.4	99.2
All Grades	391	373	354	380	365	350	380	365	350	97.2	97.9	98.9

\* 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		
	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	2516.6	2498.0	2492.0	70	62.50	52.59	20	18.33	25.86	6	15.00	15.52	4	4.17	6.03
Grade 4	2556.0	2541.3	2545.0	68	57.02	59.13	20	26.45	25.22	9	10.74	9.57	3	5.79	6.09
Grade 5	2580.3	2577.9	2590.1	55	50.81	59.66	31	38.71	24.37	7	8.06	10.92	7	2.42	5.04
All Grades	N/A	N/A	N/A	63	56.71	57.14	24	27.95	25.14	7	11.23	12.00	5	4.11	5.71

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	60	57.50	52.59	35	31.67	37.93	5	10.83	9.48	
Grade 4	56	50.41	52.17	42	42.98	40.87	2	6.61	6.96	
Grade 5	57	53.23	51.26	34	42.74	43.70	10	4.03	5.04	
All Grades	57	53.70	52.00	37	39.18	40.86	6	7.12	7.14	

<b>Writing</b> 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	61	55.00	47.41	34	38.33	44.83	5	6.67	7.76
Grade 4	55	47.11	54.78	42	47.11	40.00	3	5.79	5.22
Grade 5	63	58.87	63.87	28	38.71	28.57	9	2.42	7.56
All Grades	60	53.70	55.43	34	41.37	37.71	6	4.93	6.86

<b>Listening</b> 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	47	45.00	35.34	48	48.33	62.07	5	6.67	2.59
Grade 4	44	43.80	41.74	53	52.07	55.65	3	4.13	2.61
Grade 5	43	41.94	42.02	52	56.45	53.78	5	1.61	4.20
All Grades	45	43.56	39.71	51	52.33	57.14	4	4.11	3.14

<b>Research/Inquiry</b> 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	70	57.50	50.00	24	35.83	44.83	7	6.67	5.17
Grade 4	67	55.37	53.91	31	41.32	40.87	3	3.31	5.22
Grade 5	58	52.42	72.27	36	41.13	21.01	6	6.45	6.72
All Grades	64	55.07	58.86	31	39.45	35.43	5	5.48	5.71

## 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
<b>Grade 3</b>	121	125	119	119	120	115	119	120	115	98.3	96	96.6
<b>Grade 4</b>	121	122	115	118	121	115	118	121	115	97.5	99.2	100
<b>Grade 5</b>	149	126	120	143	124	119	143	124	119	96	98.4	99.2
<b>All Grades</b>	391	373	354	380	365	349	380	365	349	97.2	97.9	98.6

\* 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
<b>Grade 3</b>	2496.2	2486.6	2482.4	50	40.83	39.13	31	39.17	33.91	15	15.00	23.48	3	5.00	3.48
<b>Grade 4</b>	2540.1	2536.0	2557.8	47	45.45	55.65	36	32.23	30.43	17	19.01	12.17	0	3.31	1.74
<b>Grade 5</b>	2562.0	2565.0	2572.9	41	44.35	50.42	28	31.45	28.57	20	16.94	15.97	11	7.26	5.04
<b>All Grades</b>	N/A	N/A	N/A	46	43.56	48.42	32	34.25	30.95	17	16.99	17.19	5	5.21	3.44

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
<b>Grade 3</b>	64	57.50	53.04	28	32.50	37.39	8	10.00	9.57
<b>Grade 4</b>	62	59.50	74.78	35	33.06	19.13	3	7.44	6.09
<b>Grade 5</b>	52	55.65	52.94	28	30.65	37.82	20	13.71	9.24
<b>All Grades</b>	59	57.53	60.17	30	32.05	31.52	11	10.41	8.31

<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>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	55	55.00	49.57	37	38.33	43.48	8	6.67	6.96
<b>Grade 4</b>	51	49.59	56.52	47	47.11	40.87	3	3.31	2.61
<b>Grade 5</b>	40	45.16	47.90	43	43.55	42.86	17	11.29	9.24
<b>All Grades</b>	48	49.86	51.29	42	43.01	42.41	10	7.12	6.30

<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>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	61	55.00	46.96	36	40.00	46.96	3	5.00	6.09
<b>Grade 4</b>	57	47.93	61.74	39	45.45	32.17	4	6.61	6.09
<b>Grade 5</b>	32	37.90	47.90	57	53.23	45.38	11	8.87	6.72
<b>All Grades</b>	49	46.85	52.15	45	46.30	41.55	6	6.85	6.30

## **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 core character values and a focus on gratitude, compassion, courage, and kindness programs, Grand View students and teachers developed a common language and explicitly taught values that continue to improve school climate. A greater focus on social emotional wellness involving students, teachers, and parents along with an emphasis on community service has contributed to stronger home-school connections. Great progress in academic achievement is noted in the increase in achievement in grade 4 math scores which improved from 77% to 86% proficient.

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 2017-18 SBAC data indicated overall proficiency levels in ELA are slightly below the district average. Additionally, the percent of students above standard in the area of ELA listening continued to be the lowest 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	The 2018 SBAC reading claim showed Grand View student performance to be slightly below the district average for proficiency. 3rd grade 79% compared to 84%, 4th grade 84% compared to 85% and 5th grade 84% compared to 88%.	All classrooms will focus on common core ELA standards through reading workshop strategies including conferring, small group instruction, mid workshop interventions, differentiated and leveled readers, and flexible grouping. Focus will be on pushing student thinking and rigor, while applying the Standards for English Language Arts to grade level text.	All	<p>Teachers will attend PD in ELA/reading workshop and observe teachers from MBUSD who are experts in the field.</p> <p>SBAC Interim assessments will be utilized to support attention to detail on CCSS skill mastery.</p> <p>District ELA TOSA will support teachers in classrooms, staff meetings, support staff PD and at grade level meetings.</p> <p>A greater emphasis will be placed on CCSS through workshop methodology using the elements of the mini lesson so that students can better navigate fiction and non fiction text.</p> <p>Formative and summative reading assessments will be used regularly so that teachers can better analyze students' needs and determine next steps.</p> <p>Teachers will support struggling students through small group interventions and conferring.</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"	
					Teachers will provide students 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 2018 SBAC listening claim for grades 3-5, student performance in the above standard is lowest of the ELA claims. 2018 listening claim above standard for gr. 3 was 35%, gr. 4 was 42%, gr. 5 was 42%.</p> <p>Within the classroom, attentive and engaged listening is a school-wide priority.</p>	<p>On the 2019 SBAC, the 4th grade and 5th grade cohorts scoring above standard will increase by 3%.</p>	All	<p>GREAT- Core Values will be promoted as pivotal in an engaged learning community: Grateful, Respectful, ENGAGED, Aware and Trusted and kind are GV core PBIS values.</p> <p>Students will be explicitly taught what an "engaged" learner looks like through the process of PBIS implementation.</p> <p>Focus will be 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 - whole body listening in each classroom.</p> <p>Flexible seating and intentional placement of students in the classroom.</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>Auditory games/ stamina increasing exercises will be used more frequently.</p> <p>Utilize SBAC interim assessments that contain listening components will be practiced in grades 3-5.</p> <p>Razz Kids, Front Row, Scholastic, Lexia-Core 5 components that provide listening activities will be used for practice and remediation.</p>		

**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.</p> <p>Develop student athletes who "set the standard" of integrity on the field and playground.</p> <p>Healthy Kids Survey 2018 reported 69% of students feel they are treated fairly when disciplined as compared to district average of 71%.</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 and community service opportunities.</p> <p>Ground citations and office referrals will decrease by 10%.</p> <p>Maker'sSpace will increase innovation and creativity in</p>	All	<p>PBIS team created and training implemented throughout the year. Supports will be put into place outlining positive discipline and restorative justice through site -based action plan. This includes clear and fair expectations for students, staff and parents, data collection and analysis of behaviors and character values which connect student body.</p> <p>Continued implementation of Mind Up -brain focused strategies for learning and living.</p> <p>Continue promoting Core Character Values (school-wide initiative) through newly created PBIS GREATor Gator Values- Grateful, Respectful, Engaged, Aware and Trusted and kind will be explicitly taught and reinforced.</p> <p>Newly formed GV Character and Wellness Council and student character and social emotional wellness commissioners.</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>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>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, Penny Wars for Nepal, Orphanages in Kenya and Nicaragua, Jai Jadat, Hope in a Suitcase, Paradise School victims of fire.</p> <p>Student Leadership: student council officers include green, safety/wellness and character commissioners.</p> <p>School- wide assemblies 3 times a year celebrating core character values organized by student leaders. Discipline/PBIS and Character Assemblies- Principal and AP led assemblies incorporating inspirational videos. mentor texts, and songs.</p> <p>Continue recognizing students in PE for showing exemplary</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>integrity in sports.</p> <p>Gator Gratitude Stamps, GREATER 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- makerSpace and YAA.</p> <p>Maintain high percentages (91%) on 2019 Healthy Kids Survey of students who feel they are treated with respect at school.</p>		

School Performance Goal #4:  
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"	

School Performance Goal #5:  
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"	

School Performance Goal #6:  
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"	

## Stakeholder Collaboration Timeline

Grand View Elementary School 2018-2018

Event	Location	Date
Site Leadership	GV Office	12/4/18
School Site Council	GV Library	12/12/18
GV PTA executive board	GV room 24	12/5/18
Site Leadership	GV office	1/8/19
GV Staff Meeting	GV room C1	11/27/18
GV Staff Meeting: Prof Development- ELA strategies	GV room C1	1/15/19