

School: Pacific Elementary School

Year: 2018-2019

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 586 students in 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 two unique programs in their day to day to promote self awareness and character development and social emotional well-being: "Mind Up" and Positive Behavioral Interventions and Supports (PBIS). 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 2018-2019 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		
	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	115	115	93	113	114	92	113	114	92	98.3	99.1	98.9
Grade 4	119	116	111	114	116	109	114	116	109	95.8	100	98.2
Grade 5	93	118	113	91	116	113	91	116	113	97.8	98.3	100
All Grades	327	349	317	318	346	314	318	346	314	97.2	99.1	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		
	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	2515.5	2504.4	2489.9	71	64.04	57.61	16	20.18	25.00	9	12.28	7.61	4	3.51	9.78
Grade 4	2545.6	2573.8	2533.6	57	75.86	55.96	28	16.38	22.94	9	5.17	11.01	6	2.59	10.09
Grade 5	2595.1	2590.3	2616.1	66	59.48	69.91	23	26.72	23.01	7	6.90	6.19	4	6.90	0.88
All Grades	N/A	N/A	N/A	64	66.47	61.46	22	21.10	23.57	8	8.09	8.28	5	4.34	6.69

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	64	57.89	56.52	31	37.72	33.70	5	4.39	9.78	
Grade 4	55	74.14	52.29	40	25.00	36.70	4	0.86	11.01	
Grade 5	59	66.38	71.68	31	25.86	26.55	10	7.76	1.77	
All Grades	59	66.18	60.51	34	29.48	32.17	6	4.34	7.32	

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	60	61.40	48.91	34	33.33	42.39	6	5.26	8.70
Grade 4	56	68.10	54.13	37	28.45	37.61	7	3.45	8.26
Grade 5	65	62.07	69.91	26	32.76	29.20	9	5.17	0.88
All Grades	60	63.87	58.28	33	31.50	35.99	7	4.62	5.73

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	53	43.86	40.22	45	55.26	54.35	2	0.88	5.43
Grade 4	47	56.03	39.45	49	41.38	54.13	4	2.59	6.42
Grade 5	52	53.45	53.10	47	43.10	41.59	1	3.45	5.31
All Grades	51	51.16	44.59	47	46.53	49.68	2	2.31	5.73

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	60	60.53	52.17	34	35.96	38.04	6	3.51	9.78
Grade 4	46	60.34	43.12	49	37.07	50.46	4	2.59	6.42
Grade 5	76	62.07	69.91	23	33.62	29.20	1	4.31	0.88
All Grades	60	60.98	55.41	36	35.55	39.17	4	3.47	5.41

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	115	115	93	113	114	92	113	114	92	98.3	99.1	98.9
Grade 4	119	116	111	114	116	109	114	116	109	95.8	100	98.2
Grade 5	93	118	113	91	116	113	91	116	113	97.8	98.3	100
All Grades	327	349	317	318	346	314	318	346	314	97.2	99.1	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		
	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	2509.3	2483.6	2496.1	52	38.60	47.83	40	42.98	38.04	7	13.16	10.87	1	5.26	3.26
Grade 4	2527.2	2562.3	2546.5	34	58.62	54.13	45	31.90	32.11	18	8.62	10.09	3	0.86	3.67
Grade 5	2569.1	2583.9	2626.1	49	56.90	80.53	31	23.28	13.27	13	12.93	5.31	7	6.90	0.88
All Grades	N/A	N/A	N/A	45	51.45	61.78	39	32.66	27.07	13	11.56	8.60	3	4.34	2.55

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	67	54.39	68.48	30	39.47	26.09	3	6.14	5.43
Grade 4	50	74.14	70.64	44	22.41	22.02	6	3.45	7.34
Grade 5	56	69.83	86.73	34	22.41	11.50	10	7.76	1.77
All Grades	58	66.18	75.80	36	28.03	19.43	6	5.78	4.78

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	62	51.75	57.61	36	44.74	35.87	2	3.51	6.52
Grade 4	42	65.52	49.54	53	30.17	43.12	5	4.31	7.34
Grade 5	56	50.86	63.72	35	38.79	32.74	9	10.34	3.54
All Grades	53	56.07	57.01	42	37.86	37.26	5	6.07	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	67	44.74	56.52	31	48.25	38.04	2	7.02	5.43
Grade 4	46	67.24	55.96	44	31.03	38.53	10	1.72	5.50
Grade 5	44	47.41	75.22	51	45.69	23.89	5	6.90	0.88
All Grades	53	53.18	63.06	41	41.62	33.12	6	5.20	3.82

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 2018 SBAC results reflect these efforts as students in grades 4 and 5 demonstrated growth within their cohort in the areas of procedures and reasoning as well as maintained performance level in problem solving. 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% and 86% in all grades in both ELA and math respectively, 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 indicate that the 4th grade cohort dropped about 6% in all three ELA claims: reading, writing, and listening.</p> <p>82% of Pacific students met or exceeded F and P reading expectations.</p>	<p>5th grade students will increase cohort proficiency rate by 10% in 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 Reading and Writing Workshop focused on minilessons and conferring.</p> <p>Teachers will utilize SBAC interim assessments to determine in which ELA standards students need additional instruction.</p> <p>Teachers will more closely examine reading behaviors at each level and set clear reading goals with students.</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 collaborate and examine student work samples.</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	The overall average SBAC score for the Problem Solving Claim was roughly 57% which is about 5%-15% lower than the Reasoning and Procedure Claims respectively.	SBAC overall achievements mathematic for students nearly meeting and not meeting the standard will decrease by 13%.	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 and examine common assessments.</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 2017-18 CA Healthy Kids Survey states that 18% of 5th grade students felt that they were given a chance to decide on school and classroom rules (opportunities for meaningful participation).	The 2018-19 CA Healthy Kids Survey will show an increase of 20% 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>Employees will participate in District Safety training.</p> <p>Student surveys distributed to collect opinions about perceived (or otherwise) values/behaviors/rules.</p>	District funded	

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

Pacific Elementary School 2018-2019

Event	Location	Date
School Site Council	Pacific School	December 2018
Leadership Meeting	Pacific School	November 2018
PTA Meeting	Pacific School	October 2018
Staff Meeting	Pacific School	September 2018
District Administrator Workshop	District Office	October 2018
District Administrator Meetings	District Office	August 2018