

School: Opal Robinson Elementary School

Year: 2017-2018

School Local Control & Accountability Plan

School Profile

Built on a strong community of parents, staff and students, Robinson teaches students to fulfill and expand their potential, not only for academics, but also for compassion, self-worth, character and lifelong learning. Robinson students value trustworthiness, respect, responsibility, fairness, caring and citizenship. Students are encouraged to solve their problems through conflict mediation strategies.

With standards-based instruction as a foundation and a spirit of excellence as a driving force, Robinson has evolved over the years in response to insights and innovations. Standardized test scores have shown remarkably high achievement over the last few years, ranking us competitively with similar schools and among the highest across the state. The efforts of our stellar teachers, along with our supportive and active parents, have created a dynamic, intimate educational environment where all students achieve their personal best.

Robinson has been fortunate to equip every classroom with a SMART board for interactive and engaging technology. Students are also using laptops and iPads. Each grade level technology lead is also using an iPad in order to explore further use of the latest advancements in technology and learning.

Robinson provides a PTSA-sponsored after-school program which offers a wide array of choices for students, including academic chess, art, musical theatre, karate, culinary arts, ceramics, homework club, science and more! These after-school programs enrich our students tremendously.

Our physical education program, coordinated by our credentialed teachers, focuses on enabling all students to aim for the highest standards and achieve personal bests. Students are recognized for their diligent efforts in their classes, at school-wide assemblies and through the Physical Education leadership program.

Robinson's library collection has grown extensively over the last few years providing a wide array of fiction and non-fiction titles. A book fair is held each year. Local authors as well as talented screenwriters and journalists are often invited to campus to share their crafts. Our unique learning center provides the opportunity for technology, research and literature to work side by side.

The parent support at Robinson is tremendous. On any given day, dozens of volunteers help in the classroom, shelve library materials, sell school scrip, teach Young at Art, supervise lunch, organize fundraising and community events, and so much more. Our PTSA generously supports our instructional program, funds enrichment in the cultural arts, and provides needed technology support in hardware, software and repair, as well as wonderful capital improvements to our cafeteria, playground equipment and our amazing science lab.

Robinson, one of five elementary schools in the District, serves 425 pupils in kindergarten through fifth grade. Robinson has recently been selected as a 2013 National Blue Ribbon School. Robinson has 18 regular education classrooms, one Resource Room with a part-time Reading Specialist, a full-time Speech Pathologist, a full-time RSP/Inclusion Teacher, one classroom for Extended Day Program students, and one enrichment room for science classes as well as art, music, and physical education.

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	90	74	71	89	71	71	88	71	71	98.9	95.9	100
Grade 4	76	86	77	74	84	77	74	84	77	97.4	97.7	100
Grade 5	65	79	90	64	79	90	64	79	90	98.5	100	100
All Grades	231	239	238	227	234	238	226	234	238	98.3	97.9	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		
	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	2491.4	2518.7	2490.9	56	69	50.70	26	21	26.76	12	4	18.31	4	6	4.23
Grade 4	2558.3	2583.4	2583.7	70	81	79.22	22	15	15.58	7	2	3.90	1	1	1.30
Grade 5	2603.6	2584.7	2603.5	67	57	65.56	25	29	25.56	3	9	7.78	5	5	1.11
All Grades	N/A	N/A	N/A	64	69	65.55	24	22	22.69	8	5	9.66	4	4	2.10

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	56	58	46.48	40	37	46.48	5	6	7.04
Grade 4	72	73	67.53	26	26	31.17	3	1	1.30
Grade 5	66	53	58.89	33	41	38.89	2	6	2.22
All Grades	64	62	57.98	33	34	38.66	3	4	3.36

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	51	66	56.34	41	28	36.62	8	6	7.04
Grade 4	47	73	75.32	50	25	23.38	3	2	1.30
Grade 5	63	56	73.33	28	37	23.33	9	8	3.33
All Grades	53	65	68.91	40	30	27.31	7	5	3.78

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	35	55	38.03	63	45	59.15	2	0	2.82
Grade 4	47	50	59.74	51	49	36.36	1	1	3.90
Grade 5	55	53	53.33	39	43	45.56	6	4	1.11
All Grades	45	53	50.84	52	46	46.64	3	2	2.52

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	42	70	49.30	52	25	40.85	6	4	9.86
Grade 4	61	70	75.32	34	29	22.08	5	1	2.60
Grade 5	80	72	70.00	17	25	26.67	3	3	3.33
All Grades	59	71	65.55	36	26	29.41	5	3	5.04

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	90	74	71	89	71	71	88	71	71	98.9	95.9	100
Grade 4	76	86	77	74	84	77	74	84	77	97.4	97.7	100
Grade 5	65	79	90	64	79	90	64	79	90	98.5	100	100
All Grades	231	239	238	227	234	238	226	234	238	98.3	97.9	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		
	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	2491.1	2532.7	2507.4	39	70	54.93	44	24	33.80	12	6	9.86	3	0	1.41
Grade 4	2549.8	2539.8	2563.6	53	44	62.34	38	44	27.27	7	11	10.39	3	1	0.00
Grade 5	2595.5	2568.9	2552.6	72	47	41.11	16	34	23.33	8	13	28.89	5	6	6.67
All Grades	N/A	N/A	N/A	53	53	52.10	34	35	27.73	9	10	17.23	4	3	2.94

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	65	86	78.87	28	14	16.90	7	0	4.23
Grade 4	66	55	77.92	28	39	16.88	5	6	5.19
Grade 5	78	56	43.33	14	35	32.22	8	9	24.44
All Grades	69	65	65.13	24	30	22.69	7	5	12.18

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	55	70	60.56	40	27	36.62	6	3	2.82
Grade 4	59	56	62.34	39	39	33.77	1	5	3.90
Grade 5	64	51	48.89	28	41	45.56	8	9	5.56
All Grades	59	59	56.72	36	36	39.08	5	6	4.20

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	56	77	59.15	41	23	38.03	3	0	2.82
Grade 4	62	54	79.22	34	44	16.88	4	2	3.90
Grade 5	64	41	44.44	30	52	47.78	6	8	7.78
All Grades	60	56	60.08	35	40	34.87	4	3	5.04

Review of Performance

Opal Robinson 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

At Robinson Elementary School we are most proud of our students' success in reading and writing. We have been making the move to Reader's and Writer's Workshop strategies. We are pleased that the tests scores confirm our belief that these strategies work and are making a difference for our students.

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

We saw a decline in our 5th grade math scores. We are making a transition from traditional math instruction to a CGI method of teaching math. While our others grades seemed to do fine on the state testing, 5th grade was lower than we expected. We are currently looking into reasons for this decline and are looking forward to the state testing this year to see how our 5th graders, along with all the other grades, perform.

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 Reading.

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	3, 4, 5	<p>SBAC data shows 3rd grade scores were slightly above the district average in overall literacy and above standard/exceeding for the reading claim.</p> <p>Grades 4 and 5 were higher than the district average in the exceeds/above standard for the reading claim.</p> <p>The data also shows we have made improvements across the board in most of the claims.</p>	<p>SBAC scores in grades 3, 4 and 5 will maintain scores higher than the district average.</p> <p>Through the use of strategies imbedded in balanced literacy and through reading workshop 90% of students will apply and improve comprehension which supports the analysis of increasingly complex grade level literature and informational text.</p> <p>90% of students will increase fluency through differentiated and balanced literacy instruction, as measured by increase F and P scores by at least one grade level for each child.</p>	All	<p>Teachers will participate in professional development geared toward improving their craft with strategies in the reading workshop model.</p> <p>Each classroom will have a leveled library for individualized instruction and classroom libraries for students self selection and choosing those just right books.</p> <p>Teacher will Individualized instruction and conferencing to support optimal goal setting and student growth.</p> <p>Teachers will use higher level questioning strategies and promote rigor through DOK questioning</p> <p>Increase instruction and exposure to informational text.</p> <p>Reading specialist will support struggling readers in both pull out and co-teaching/collaborative model.</p> <p>RTI/ collaborate teaching with</p>	District funded	

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>special education team.</p> <p>Use of technology, apps, print and digital materials such as Scholastic Readers, Raz Kids, and Lexia will actively support extension and remediation.</p>		

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

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 shows 94% of students in 3rd grade were near/or above standards for the writing claim.</p> <p>SBAC data shows 95% of student in grade 4 were near/or above standards for the writing claim.</p> <p>SBAC data for Grade 5 shows 95% of students were near/or above standards for the writing claim.</p>	<p>Increase students to 95% who were near/or above standards for the writing claim in grade 3.</p> <p>Increase students to 97% who were near/or above standards for the writing claim in grade 4.</p> <p>Increase students to 97% who were near/or above standards for the writing claim in grade 5.</p> <p>All students will incorporate writing workshop strategies to improve the structure and organization of story development and language conventions in narrative, informational, and argumentative pieces to meet the demands of the common core state standards in writing for a range of purposes and audiences.</p> <p>Students will participate in this process of communication and gaining meaning through</p>	All	<p>Teachers will use the writing workshop model to support the instructions of young writers.</p> <p>Students will produce effective and well- grounded writing pieces.</p> <p>All teachers will participate in observations of other teachers and collaborate with grade level partners.</p> <p>Teachers will use formative and summative assessments along with the pre and post assessment prompts.</p> <p>Teachers will evaluate writers through individualized writing conferences and grade level rubrics.</p> <p>Teachers will develop targeted instructional goals to support struggling writers.</p> <p>Support staff including reading specialist, writing coach and special educators will provide RTI, pull out and collaborative models for intensive instruction in writing.</p>	District funded	

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"	
			writing as they develop as authors and life-long writers.		Students will become peer editors. Mentor texts will be used to model exemplary writing.		

**School Performance Goal #3:
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		SBAC scores in classroom performance demonstrate higher proficiency in procedural math than in problem solving and communicating reasoning.	Students in grade 3 - 5 will demonstrate balanced application of procedures, problem solving and reasoning as demonstrated by SBAC claim scores in Math. Resulting in an increase of 2% in the near/or above standards in the problem-solving and reasoning claims in math.	All	<p>Teachers will utilize depth and complexity strategies to support differentiation and problem solving.</p> <p>All teachers will receive ongoing coaching in CGI.</p> <p>Teachers will be given opportunities to observe exemplary demo lessons within and outside the district.</p> <p>Teachers will actively incorporate the common core mathematical practices into math lessons.</p> <p>Teachers will encourage classroom manipulatives for student acquisition of concrete understanding.</p> <p>Additional resources such as IXL, Front Row, Khan Academy, and SBAC interim assessment will support remediation and extension.</p>	District funded	

School Performance Goal #4:
MBUSD will address the needs of the "whole child" through excellence and accessibility in physical education, the arts, and career technical education. Robinson will build champions of character while addressing the needs of the "whole child" through school-wide initiatives that encourage innovation and promote social emotional learning.

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, 7, 8		<p>To support the development of the "whole child" and promote character values:</p> <p>Increase character awareness and development.</p> <p>Promote social emotional learning.</p> <p>Reduce the amount of playground issues, reported exclusion, aggression or bullying. Increase mindfulness. Increase brain break activities throughout the day.</p> <p>Maintain or improve student access to and competency with technology.</p> <p>Maintain or increase student participation in visual and performing art programs.</p> <p>Develop student athletes who "set the standard" of</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 focusing on character development, social emotional learning and community service.</p> <p>Students will improve their perspective training, empathy, kindness as well as complex problem solving strategies through mind up activities and training.</p> <p>The integration and appreciation of visual and performing arts across the curriculum to reach varied learning styles.</p> <p>The use of technology tools such as those offered through SMART and iPads, to enhance instructional delivery, curriculum and Internet resources tied to state-approved standards.</p>	All	<p>Implementation of Mind Up - brain focused strategies for learning and living.</p> <p>Champions of Character Values (school-wide initiative) : Gratitude, Compassion and Courage.</p> <p>School-wide Student Learning Values: Persistent, Collaborative, Visionary, Creative.</p> <p>Grade level character activities and curriculum tie-ins such as: "Home of the Brave"- 5th grade the reforestation project. 4th grade "Hundred Dresses" - Sisters of Sojourn 100 dress donation.</p> <p>Teachers participation in extension mind up training.</p> <p>Teacher training -brain breaks.</p> <p>Staff and grade level meetings collaboration of best practices.</p> <p>10 community service per year: Candy for Veteran's, Letters to Veterans, Socks and</p>	District funded	

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"	
		integrity on the field and playground.	<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.</p>		<p>lunches of Love, Adopt a Family, Heal the Bay, Soles for Souls, Richstone Walk, Skecher's Walk, and more.</p> <p>Student Leadership: Student council officers, green and character commissioners.</p> <p>School- wide assemblies 5 times a year celebrating character values organized by student leaders.</p> <p>Discipline and Character Assemblies- Student led assemblies incorporating inspirational songs and skits.</p> <p>Ambassador program- 5th graders promoting positive play with 1st graders.</p> <p>I Set the Standard program- PE- exemplary recognition of students showing integrity in sports.</p> <p>Robinson Reminders/green cards- recognition of students doing the right thing.</p> <p>PBIS training.</p> <p>Buddy program- cross grade level student buddies.</p> <p>PE Specialist - 100 minutes</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>weekly with grades 1-5.</p> <p>Learning HUB- Innovative space to explore key learning values, access latest technology, provide opportunities for innovation, engineering.</p> <p>Dedicated MakerSpace Room and MakerSpace Assistant will help intergrete MakerSpace into the NGSS curriculum. Each class will participate in MakerSpace activity at least 1 time per month.</p> <p>Parent Communication- weekly newsletter, extensive volunteerism.</p> <p>Extra curricular /After school programs such as: Art with Jake, Chess , Yearbook, Musical Theater.</p>		

**School Performance Goal #5:
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		<p>Through the California Healthy Kids Survey students will show a 2% increase in questions that factor into student stress, substance abuse, and character development.</p> <p>There will be an increase in students attending field trips and after school programs.</p> <p>There will be an increase in students participating in school activities.</p> <p>There will be an decrease of incidents involving bullying, name-calling, and similar types of behavior.</p>	<p>Provide programs to support student connectedness to school:</p> <p>During school and after school clubs. Field trips. Social events such as Spirit Day.</p> <p>Create an infrastructure that supports safety on campus:</p> <p>Practice various types of drills throughout the year so students and staff are prepared to act in an emergency. Work with MBPD and MBFD and other city agencies to ensure students and employees feel safe on campus.</p> <p>Provide support for students:</p> <p>Classroom presentations regarding anti-bullying programs, substance abuse programs, and other programs as needed.</p> <p>Continue upgrading the physical plant to enhance</p>	All students	<p>Increase the amount and variety of clubs on campus.</p> <p>Continue to go on our current field trips and look for new opportunities.</p> <p>With our Student Council plan more school activities for the students and staff.</p> <p>Provide family activities such as Meet the Masters, ice cream socials, and Summer Fest.</p> <p>Continue working with the MBPD and the MBFD to provide training for the staff about issues on campus and around the neighborhood.</p> <p>Teachers will give in-class presentations about anti-bullying programs, substance abuse, and character development.</p> <p>Continue with safety enhancements such as security cameras and perimeter fencing.</p>	District and PTA funded	

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"	
			safety measures.				

Stakeholder Collaboration Timeline

Opal Robinson Elementary School 2017-2018

Event	Location	Date
PTSA Leadership Team		10-27-17
PAC members		10-17-17
Staff		10-3-17
SSC		9-19-17
SSC Leadership Team		10-27-17