

School: Opal Robinson Elementary School

Year: 2018-2019

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 life-long learning. With the California state standards as our foundation and a spirit of excellence as a driving force, Robinson students have the opportunity to achieve at high levels. Standardized test scores have shown remarkable achievement, ranking us among the highest schools across the state. The efforts of our talented teachers and our committed and involved parents, have created a dynamic, intimate educational environment where all students achieve their personal best. Robinson was designated as a 2013 National Blue Ribbon School and as a 2014 California Distinguished School for its exemplary achievement. Robinson provides an educational experience that nurtures within young people a belief in self, a love of learning, comfort with expanding technological resources, an appreciation of the arts, and a deep compassion for the world around them. With a foundation in rigorous academic standards, students embrace a spirit of excellence enabling them to use knowledge productively and creatively.

Robinson School opened its doors after being renovated in 1996. Our campus holds 16 general education classrooms, one Resource Specialist room, a library, a science lab, a Makerspace, faculty lounge/work area, one classroom dedicated for the Extended Day Program, as well as a first grade playground, grassy field and play structure area. Beautiful murals and hand-painted signs and banners welcome students and parents to our lovely school. Our outdoor amphitheater is used monthly for school wide assemblies, concerts and plays. A drop-off/pick-up lane is provided for those driving to and from school. Visitors are welcomed through the front office and are identified with a electronic visitor badge. All students must be signed in and out of the office by a person authorized to do so, when leaving or entering campus during regular school hours.

On any given day, you will notice dozens of volunteers helping in the classroom and gardens and working on special projects. Parents are strongly encouraged to become active members of the PTSA and to get involved at school. This parent involvement makes our school a special place to learn and grow. Parents facilitate and support many of the enriching programs students enjoy at Robinson such as Math Olympiad, Battle of the Books, Fieldtrips, assemblies, Run Club, lunchtime yoga, Young at Art, Growing Great, and community events such as the Family Fun Run, A Night with the Masters, and the Science-Makers Fair.

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	74	71	51	71	71	51	71	71	51	95.9	100	100
Grade 4	86	77	66	84	77	65	84	77	65	97.7	100	98.5
Grade 5	79	90	85	79	90	84	79	90	84	100	100	98.8
All Grades	239	238	202	234	238	200	234	238	200	97.9	100	99

* 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	2518.7	2490.9	2514.6	69	50.70	70.59	21	26.76	15.69	4	18.31	13.73	6	4.23	0.00
Grade 4	2583.4	2583.7	2575.6	81	79.22	81.54	15	15.58	15.38	2	3.90	3.08	1	1.30	0.00
Grade 5	2584.7	2603.5	2623.2	57	65.56	75.00	29	25.56	17.86	9	7.78	7.14	5	1.11	0.00
All Grades	N/A	N/A	N/A	69	65.55	76.00	22	22.69	16.50	5	9.66	7.50	4	2.10	0.00

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	58	46.48	54.90	37	46.48	41.18	6	7.04	3.92
Grade 4	73	67.53	47.69	26	31.17	52.31	1	1.30	0.00
Grade 5	53	58.89	71.43	41	38.89	26.19	6	2.22	2.38
All Grades	62	57.98	59.50	34	38.66	38.50	4	3.36	2.00

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	66	56.34	54.90	28	36.62	43.14	6	7.04	1.96
Grade 4	73	75.32	76.92	25	23.38	23.08	2	1.30	0.00
Grade 5	56	73.33	80.72	37	23.33	19.28	8	3.33	0.00
All Grades	65	68.91	72.86	30	27.31	26.63	5	3.78	0.50

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	55	38.03	49.02	45	59.15	47.06	0	2.82	3.92
Grade 4	50	59.74	52.31	49	36.36	47.69	1	3.90	0.00
Grade 5	53	53.33	52.38	43	45.56	46.43	4	1.11	1.19
All Grades	53	50.84	51.50	46	46.64	47.00	2	2.52	1.50

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	70	49.30	72.55	25	40.85	25.49	4	9.86	1.96
Grade 4	70	75.32	75.38	29	22.08	24.62	1	2.60	0.00
Grade 5	72	70.00	77.38	25	26.67	22.62	3	3.33	0.00
All Grades	71	65.55	75.50	26	29.41	24.00	3	5.04	0.50

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	74	71	51	71	71	51	71	71	51	95.9	100	100
Grade 4	86	77	66	84	77	65	84	77	65	97.7	100	98.5
Grade 5	79	90	85	79	90	84	79	90	84	100	100	98.8
All Grades	239	238	202	234	238	200	234	238	200	97.9	100	99

* 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	2532.7	2507.4	2525.3	70	54.93	68.63	24	33.80	25.49	6	9.86	5.88	0	1.41	0.00
Grade 4	2539.8	2563.6	2561.4	44	62.34	56.92	44	27.27	36.92	11	10.39	6.15	1	0.00	0.00
Grade 5	2568.9	2552.6	2593.4	47	41.11	66.67	34	23.33	19.05	13	28.89	10.71	6	6.67	3.57
All Grades	N/A	N/A	N/A	53	52.10	64.00	35	27.73	26.50	10	17.23	8.00	3	2.94	1.50

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	86	78.87	82.35	14	16.90	17.65	0	4.23	0.00
Grade 4	55	77.92	76.92	39	16.88	20.00	6	5.19	3.08
Grade 5	56	43.33	66.67	35	32.22	28.57	9	24.44	4.76
All Grades	65	65.13	74.00	30	22.69	23.00	5	12.18	3.00

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	70	60.56	70.59	27	36.62	29.41	3	2.82	0.00
Grade 4	56	62.34	49.23	39	33.77	49.23	5	3.90	1.54
Grade 5	51	48.89	66.67	41	45.56	27.38	9	5.56	5.95
All Grades	59	56.72	62.00	36	39.08	35.00	6	4.20	3.00

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	77	59.15	74.51	23	38.03	25.49	0	2.82	0.00
Grade 4	54	79.22	72.31	44	16.88	27.69	2	3.90	0.00
Grade 5	41	44.44	60.71	52	47.78	35.71	8	7.78	3.57
All Grades	56	60.08	68.00	40	34.87	30.50	3	5.04	1.50

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 proud of our students' achievement in English Language Arts and math as well as the safe and positive climate that parents, teachers and staff work hard to create. We are pleased that the data collected supports our belief that Robinson is a special place to learn and grow as a scholar.

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

Although the average percentage of students meeting or exceeding the standards at Robinson School is 92% in ELA and 91% in math, Robinson continues to prioritize the need for individualized learning and data driven instruction to support those students who are nearly meeting or not meeting the standards.

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>The percentage of third grade students who scored above standard in the writing claim is 55% which is 15-22% less than the school-wide scores of 77% in fourth grade and 70% in fifth grade respectively.</p> <p>The percentage of fourth grade students who scored above standard in the reading claim decreased by 10% from the previous year (68% to 48%).</p> <p>The percentage of students who scored above standard in the listening claim is 49% in third grade, 52% in fourth grade and 53% in fifth grade. These percentages are relatively lower in comparison to how students performed on the other three claims.</p>	<p>The percentage of third grade students scoring above standard in the writing claim will increase 5-10%.</p> <p>The percentage of fourth grade students scoring above standard in the reading claim will increase by 5-10%.</p> <p>The percentage of students scoring above standard in the listening claim will increase by 5-10% in all grade levels.</p>	All	<p>General and special education teachers will participate in professional development geared toward improving instruction with reading and writing workshop model strategies.</p> <p>All teachers will participate in workshop lesson study and collaborate with district and grade level partners.</p> <p>Each classroom will have a leveled library for individualized instruction and classroom libraries for student self selection and just right books.</p> <p>The school library will house additional leveled books and resources for teachers to access when needed.</p> <p>The reading specialist will support readers and writers who are not meeting grade level standards using a small group pull out and collaborative model.</p> <p>Use of supplemental curriculum including Scholastic</p>	District and PTSA 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>News, Raz Kids, Freckle and Lexia will actively support extension and remediation.</p> <p>Teachers will evaluate learners through individualized conferences and grade level rubrics.</p> <p>Students will have access to 1:1 technology to support individualized learning.</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 fourth grade students who scored above standard in the problem solving math claim was 49%, a 10% three-year decrease and a 13% decrease from the previous year.</p> <p>The percentage of fifth grade students who scored above standard in the procedures math claim was 67% which is a three-year decrease of 11%.</p>	<p>The percentage of fourth grade students scoring above standard in the problem solving math claim will increase by 5-10%.</p> <p>The percentage of fifth grade students scoring above standard in the procedures math claim will increase by 5-10%.</p>	All	<p>Teachers will utilize depth and complexity strategies to support differentiation and problem solving.</p> <p>Teachers will continue to receive peer coaching in Cognitively Guided Instruction (CGI) and participate in lesson study with the district math coach and grade level partners.</p> <p>Teachers will encourage the use of classroom manipulatives for student acquisition of concrete understanding.</p> <p>Additional resources such as Freckle, Khan Academy, and SBAC interim assessments will support remediation and extension.</p> <p>Teachers will provide individualized instruction and use data to inform their lesson planning and instruction.</p> <p>Use of supplemental curriculum including Freckle and Lexia will actively support extension and remediation.</p>	District and PTSA 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"	
					Students will have access to 1:1 technology to support individualized learning.		

**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	<p>According to the 2018 CHKS, the percentage of fifth grade students who feel like they have meaningful participation at school (deciding school rules, deciding class activities or rules, and doing helpful things at school) was 30%.</p> <p>The CHKS reports that 22% of fifth graders have been "hit or pushed", 29% "had rumors spread about them" and 29% "have been called bad names or mean jokes have been made about them" (Frequency of Being Harassed on School Property).</p>	<p>The percentage of fifth grade students who feel like they have meaningful participation at school will increase by 10%.</p> <p>The percentage of fifth grade students who have been harassed on school property will decrease by 10%.</p>	All	<p>Students will have the opportunity to participate in many social and emotionally centered programs such as MindUp, Namaste at Lunch, Growing Great, Young at Art, Makerspace, buddy programs, Battle of the Books, Math Olympiad and classes with a credentialed PE teacher.</p> <p>Students will participate in a variety of community service projects such as Operation Gratitude, Adopt a Family, Shop with a Mission, Skechers Friendship Walk, Children's Hospital Toy Drive, and Books of Love.</p> <p>Students will have opportunities to be involved in student government and organize spirit assemblies, the ambassador program, the Golden Dustpan award, recycling, safety patrol, and character education activities.</p> <p>Staff and students will continue to participate in PBIS training and to utilize green, yellow and red cards to monitor behavior as well as</p>	District and PTSA 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>focus on the "Four Bs": Be Respectful, Be Responsible, Be Kind, Be Safe.</p> <p>Students and the Robinson community will continue to build positive relationships utilizing the Weekly Wave, Meet the Masters art night, Summerfest, Back to School Socials, and community events.</p> <p>The Robinson staff will continue working with the MBPD and the MBFD to provide training for the staff about issues on campus and around the neighborhood.</p>		

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:
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"	

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

Opal Robinson Elementary School 2018-2019

Event	Location	Date
District Leadership Team		August 2018
Robinson Staff		September 2018
PTSA Leadership Team		October 2018
District Leadership		November 2018