

Opal Robinson Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.



Nancy Doyle

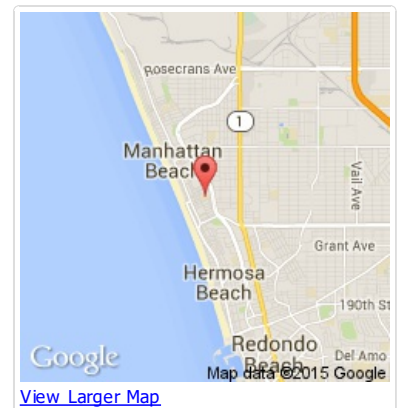
Principal, Opal Robinson Elementary

About Our School

Contact

80 Morningside Dr.
Manhattan Beach, CA
90266

Phone: 310-318-5120
E-mail: ndoyle@mbusd.org



[View Larger Map](#)

About This School

Contact Information - Most Recent Year

School	
School Name	Opal Robinson Elementary
Street	80 Morningside Dr.
City, State, Zip	Manhattan Beach, Ca, 90266
Phone Number	310-318-5120
Principal	Nancy Doyle
E-mail Address	ndoyle@mbusd.org
Web Site	http://www.robinsonelementary.org/
County-District-School (CDS) Code	19753336020408

District	
District Name	Manhattan Beach Unified
Phone Number	(310) 318-7345
Web Site	http://www.mbusd.org
Superintendent First Name	Michael
Superintendent Last Name	Matthews, Ed.D.
E-mail Address	mmatthews@mbusd.org

Last updated: 1/14/2015

School Description and Mission Statement (Most Recent Year)

The mission of the Manhattan Beach Unified School District and Robinson Elementary School is to prepare all of our students to meet the challenges of a rapidly changing, highly complex, technology-rich, global society. We will continually strive for excellence in all aspects of the educational process. We will teach our students to understand and appreciate human and cultural diversity. We will harness the resources of the entire community, including students, parents, teachers, staff, administrators, college and business leaders, and others. We will empower students to be lifelong learners, to demonstrate high achievement, and to develop the skills and characteristics needed to enjoy happy and successful lives.

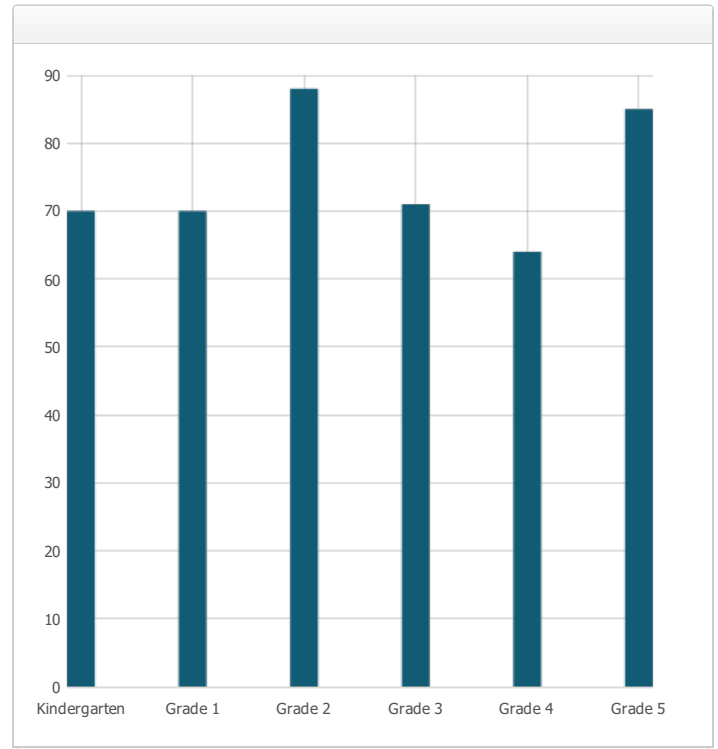
Built on a strong community of parents, staff and students, Robinson teaches students to fulfill and expand their potential, not only for academics, but also for compassion, self-worth, character, and life-long learning. With standards-based instruction as a foundation and a spirit of excellence as a driving force, Robinson has evolved over the years. Standardized test scores have shown remarkable achievement, ranking us among the highest schools 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. This year Robinson was nominated by the Secretary of Education as a 2103 National Blue Ribbon School for its exemplary achievement over the last 5 years.

The vision of Robinson School is to create a stimulating, innovative, enjoyable, and supportive environment for learning. 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.

Last updated: 1/15/2015

Student Enrollment by Grade Level (School Year 2013-14)

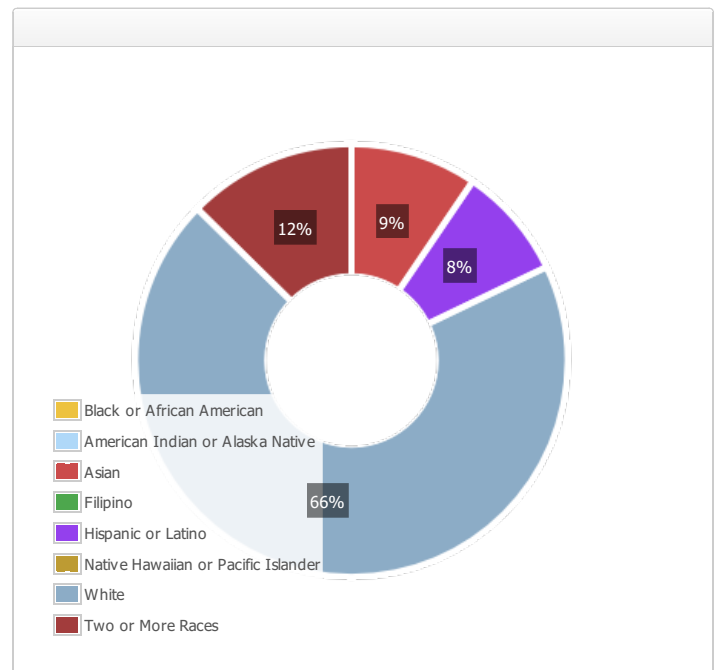
Grade Level	Number of Students
Kindergarten	70
Grade 1	70
Grade 2	88
Grade 3	71
Grade 4	64
Grade 5	85
Total Enrollment	448



Last updated: 1/14/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.0
Asian	9.2
Filipino	0.4
Hispanic or Latino	8.9
Native Hawaiian or Pacific Islander	0.4
White	66.7
Two or More Races	12.9
Socioeconomically Disadvantaged	0.9
English Learners	0.0
Students with Disabilities	8.7



Last updated: 1/14/2015

A. Conditions of Learning

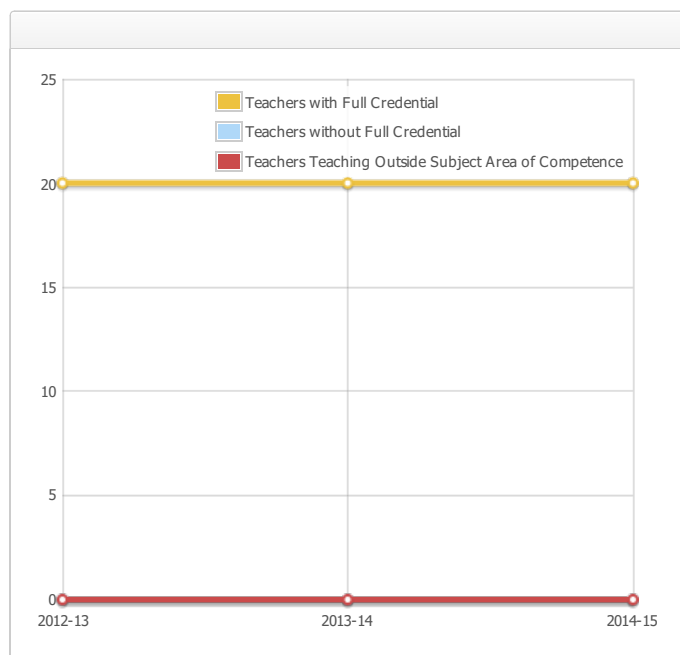
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

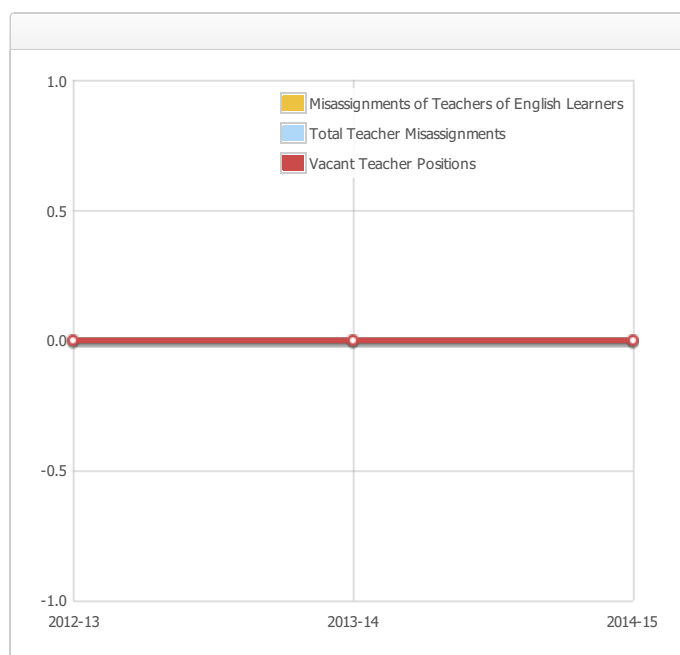
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	20	20	20	309
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/14/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/14/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	97	3
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	97	3

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/14/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Mathematics	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Science	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
History-Social Science	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Foreign Language	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Health	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Visual and Performing Arts	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Click here to view the Curriculum and Instructional Materials chart.	Yes	0.0

Last updated: 12/16/2014

School Facility Conditions and Planned Improvements - Most Recent Year

It is critical that school facilities ensure basic safety and security for all students and staff and provide the foundation and structure necessary to maximize student learning. The Manhattan Beach community recognizes the positive correlation between excellent school facilities and student learning. Bond measures A, M, and BB were passed in 1995, 2000, and 2008, respectively. The first two measures supported the building of a new middle school and modernization of several school sites. Measure BB will provide new, state-of-the-art science and academic classrooms at Mira Costa High School and fund new career technical education and arts facilities. In addition, upgrades will occur in the areas of plumbing, restrooms, overall campus safety, energy efficiency, and student support services. The District's Maintenance and Operations staff makes every effort to maintain safe, clean, and attractive facilities that support the teaching and learning process. None of the emergency facilities needs specified in Education Code §17592.72(c)(1) exists at any of the school sites in the District.

Robinson School opened its doors after being completely renovated in 1996. Our site is maintained by District staff, PTSA generosity and parent volunteer efforts. A web-based work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Two full-time custodians perform basic cleaning in all classrooms and restrooms and maintain all other general areas. They also ensure that any issues from gas leaks to insects are addressed immediately. The PTSA generously supports and augments improvements as needed. Student bathrooms located in the hallway have been recently upgraded. Through careful planning, classrooms, offices and patio areas outside each classroom exist for all school functions and purposes, supporting teaching and learning for all students. Our campus holds 18 classrooms, one Resource Specialist room, a library and media center, faculty lounge/work area, one classroom used for the Extended Day Program/Music and one for Science/PE/Art/Music classes, as well as a first grade playground, grassy field and play structure area. Beautiful murals and hand-painted signs 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 "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. Students are not released to adults from classrooms.

Last updated: 1/14/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Data collected: 12/18/14
Interior: Interior Surfaces	Good	Data collected: 12/18/14
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Data collected: 12/18/14
Electrical: Electrical	Good	Data collected: 12/18/14
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Data collected: 12/18/14
Safety: Fire Safety, Hazardous Materials	Good	Data collected: 12/18/14
Structural: Structural Damage, Roofs	Good	Data collected: 12/18/14
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Data collected: 12/18/14

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/14/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	97	92	96	91	91	92	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/14/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	92
All Students at the School	96
Male	95
Female	98
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	92
Native Hawaiian or Pacific Islander	
White	96
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	100
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/14/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	88%	95%	92%	88%	90%	89%	54%	56%	55%
Mathematics	97%	95%	95%	81%	82%	80%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	84%	84%	83%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/14/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	10	10	10
Similar Schools	8	10	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/14/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-3	8	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-8	16	-13
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/14/2015

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.2%	17.6%	74.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/14/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Contacts (2014-2015):

Principal, Nancy Doyle- ndoyle@mbusd.org
 PTSA Volunteer Chair – Monique Bottene mbottene@verizon.net
 Robinson's PTA website: <http://www.robinsonelementary.org>

On any given day, dozens of volunteers help in the classroom, shelve library materials, sell school scrip, teach Young At Art, lead literature groups, organize fundraising and community events, and so much more. Parents are strongly encouraged to become active members of the PTSA and participate in the many events at Robinson School. Our school participates in an annual "I Am A Scientist Day" where parents share their expertise and knowledge in all areas of science with students and staff. We believe that it is this involvement which encourages our success as a school family.

State Priority: Pupil Engagement

Last updated: 1/14/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

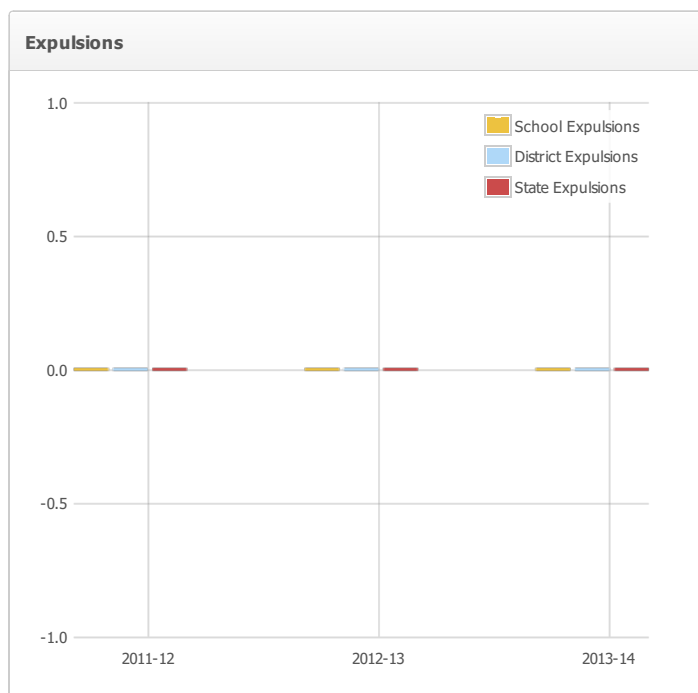
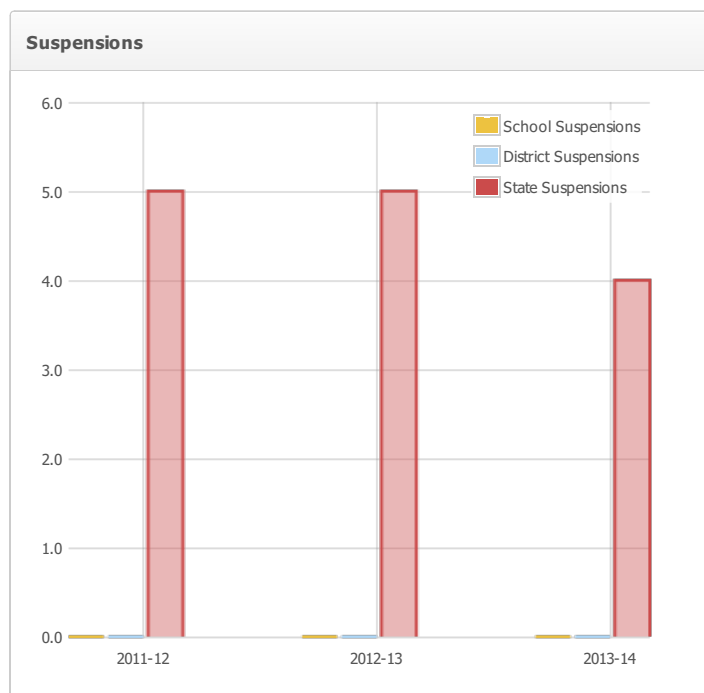
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

	School			District			State		
Rate	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	0.00	0.60	0.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/14/2015

School Safety Plan - Most Recent Year

Date of Last Review/Update: September 2012

Date Last Discussed with Staff: June 2013

The District has developed a comprehensive school safety plan that includes policies and procedures regarding the status of school crime, crisis intervention, disaster procedures, the reporting of child abuse, suspension and expulsion, sexual harassment issues, school-wide dress code, safe ingress and egress of pupils, parents and school employees to and from school and the maintenance of a safe and orderly school environment. Robinson employs this plan and has developed a site plan for dealing with fire, earthquake, and other safety emergencies or disasters. This includes a comprehensive crisis intervention plan in collaboration with local authorities at both district and site levels.

We have a PTSA representative who coordinates parents to help with morning traffic; ensuring students arrive to school in a safe and orderly manner. Emergency drills are practiced regularly. Our site safety committee, school staff, and school site council all support updating our safety plan, examining traffic concerns, earthquake preparedness, lock-down procedures, and any other safety issue which may potentially impact our school.

Last updated: 1/15/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		No
Met Participation Rate - English-Language Arts		Yes
Met Participation Rate - Mathematics		Yes
Met Percent Proficient - English-Language Arts		No
Met Percent Proficient - Mathematics		No
Met Graduation Rate		Yes

Last updated: 1/14/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		
Year in Program Improvement *		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	14.3%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/14/2015

Average Class Size and Class Size Distribution (Elementary)

2011-12					2012-13					2013-14			
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+	
K	21.7	2	1	0	23.0		3		23.0		3		
1	23.3	0	3	0	24.0		3		23.0		3		
2	21.0	4	0	0	24.0		3		22.0		4		
3	24.0	0	3	0	22.0	1	2		23.0		3		
4	25.7	0	3	0	25.0		3		32.0		2		
5	29.0	0	2	0	29.0		3		28.0		3		
6													
Other													

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/14/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/14/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,844	\$3,320	\$5,525	\$68,673
District	N/A	N/A	\$3,802	\$71,555
Percent Difference – School Site and District	N/A	N/A	45.00%	-4.00%
State	N/A	N/A	\$4,690	\$67,762
Percent Difference – School Site and State	N/A	N/A	17.80%	1.30%

Note: Cells with N/A values do not require data.

Last updated: 1/15/2015

Types of Services Funded (Fiscal Year 2013-14)

Beach Cities Health District-PE instruction, counseling, and health assistants **\$273,891.56**

Chevron Futures Institute-Grant to support STEM at MBMS. The grant will be utilized to purchase equipment including wind tunnels, gas chromatographs, earthquake boards and optical testing tables and also support curriculum provided by the Catalina Island Marine Institute. **\$70,289.36**

Economic Impact Aid (ELL)-Curriculum and instruction for students identified as second language learners **\$51,996.58**

Manhattan Beach Extra (MBX)-Non-profit organization that contributes to athletics, physical education, and certain academic enrichment programs of the Manhattan Beach Unified School District **\$258,827.43**

Manhattan Beach Education Foundation-Non-profit organization that provides approximately \$4.9 million annually to pay for a variety of critical programs that would not be possible through public funding **\$4,904,011.16**

PTA/PTSA-Support through volunteer and fundraising efforts to secure for all children the highest advantages in academic, physical, and social education **\$856,815.28**

State Lottery Revenue-A portion of state lottery revenue is distributed to school districts for the purpose of enhancing instruction for pupils. **\$978,433.73**

Title I, Part A - Accountability-Federal funds used at MCHS to target assistance for students who have been identified as failing, or most at risk of failing, the state's academic content standards **\$122,606.12**

Title II, Part A - Improving Teacher Quality-Federal program that focuses on preparing, training, and recruiting high-quality teachers and administrators **\$137,364.64**

Last updated: 1/15/2015

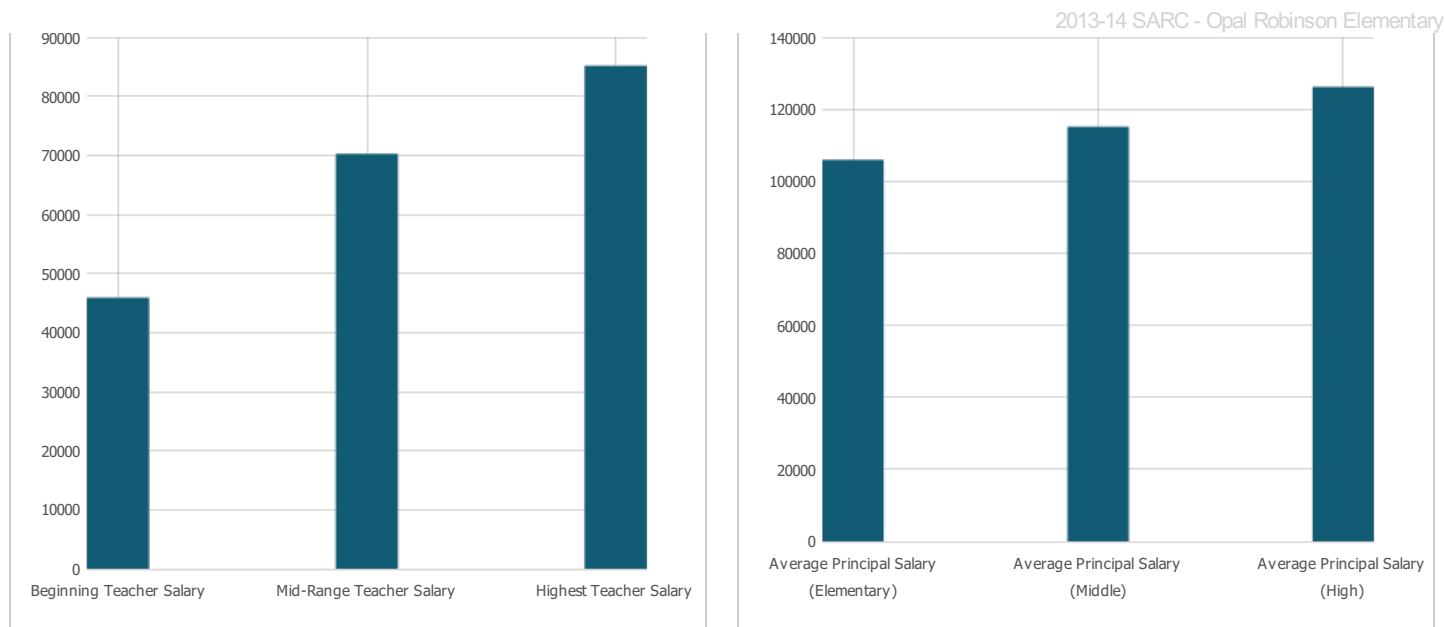
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,901	\$41,243
Mid-Range Teacher Salary	\$70,246	\$64,893
Highest Teacher Salary	\$85,158	\$83,507
Average Principal Salary (Elementary)	\$105,923	\$103,404
Average Principal Salary (Middle)	\$115,121	\$109,964
Average Principal Salary (High)	\$126,183	\$120,078
Superintendent Salary	\$207,618	\$183,557
Percent of Budget for Teacher Salaries	39.0%	40.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/14/2015

Professional Development – Most Recent Three Years

The Manhattan Beach Unified School District recognizes the importance of offering high quality staff development opportunities for all personnel. The District provides one contractual and the equivalent of two voluntary staff development days annually for all classroom teachers. Throughout the academic year, professional development activities focus on student achievement by providing staff with opportunities to learn skills and strategies they can implement that will facilitate all students in meeting the standards. In addition, the faculty examines performance data and identifies gaps in student learning on a regular basis. There is an emphasis on sustained, ongoing articulation among the elementary, middle, and high schools. Additional areas of focus for staff development have included designing and modifying curriculum, improving instructional strategies, differentiating instruction, meeting the needs of students with learning disabilities, including autism, and several other topics. Through District and site funding to provide professional growth, teachers and other staff have opportunities to attend conferences, participate in workshops, and observe other teachers. In addition, staff development opportunities are provided by the District and individual school sites both during the day and outside of school hours.

To assist in determining focus areas for professional development, teachers complete a District staff development needs assessment. The data gleaned from this assessment provides information about the areas teachers have defined as being important to their professional growth.

Manhattan Beach Unified School District is a member of the South Bay Beginning Teacher Support and Assessment (BTSA) Consortium. The BTSA program provides mentoring for first and second year educators new to the teaching profession as a critical component of the teacher credentialing process. Teachers in this program attend a variety of training opportunities and are coached and supported by their mentor teacher.

Robinson teachers participated in a myriad of professional development workshops, including instructional technology, at CUE, Math conference, Kinder conference, GATE training, iPad use for classroom teachers, Summer Writing Workshop (Lucy Calkins/Columbia Writing Project), SMARTboard lesson planning, Music Center for Education- movement and dance integrated through curriculum standards. Several grade level teachers, along with 4th and 5th grade teachers, received GATE certifications through intensive university class work.

Last updated: 1/15/2015