

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 5 Elementary schools (includes K-8)
 1 Middle/Junior high schools
 1 High schools
 0 K-12 schools
 7 Total schools in district
2. District per-pupil expenditure: 8277

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 13
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	38	31	69
1	36	36	72
2	41	31	72
3	31	34	65
4	37	39	76
5	41	47	88
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			442

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
6 % Asian
1 % Black or African American
9 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
68 % White
15 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 4%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	17
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1, 2011	405
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 1
Number of non-English languages represented: 1
Specify non-English languages:

French

9. Percent of students eligible for free/reduced-priced meals: 0%

Total number of students who qualify: 1

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%

Total number of students served: 54

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>9</u>
Paraprofessionals	<u>3</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>10</u>
Total number	<u>26</u>	<u>23</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	95%	97%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Transcending the 1950's clapboard siding and long sloping roof lines, Robinson is a vibrant sanctuary of learning, involvement and academic excellence. Through its traditions and actions, Robinson demonstrates what it looks like when a public school is the very best it can be. 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, an appreciation of the arts, and a deep compassion for the world around them. Embracing the belief that a richly integrated curriculum will improve student retention of material and inspire creativity, Robinson weaves differentiated and project-based learning, creativity, and the arts, into core curriculum instruction.

The Robinson experience is defined by a tradition of excellence that is carried through to the T-shirts that students wear, declaring, "I Set The Standard." With a highly involved and motivated base of parents and community members, Robinson is a consistent standout, both academically and socially, within a high-performing school district and across the state. A central tenet of Robinson's philosophy is inclusive social responsibility. Its Ambassador program teaches older students compassion and responsibility by training them as peer mediators on the playground and beyond. An extensive "buddy" program pairs older students with younger ones, and as students get older their roles shift from mentee to mentor. Additionally, a compassionate community outreach program offers students opportunities to give back to those less fortunate, through winter coat drives, preparing meals for the homeless, raising funds for turkey dinners and adopting families during the holidays, Robinson students shine with philanthropic enthusiasm.

Robinson is also known as a dynamic laboratory for innovations in instruction and delivery. Thanks to the commitment and generosity of parents, each classroom has a SMART board for instruction and all teachers are trained to make the most of their technological capabilities in the classroom. Robinson also leads the way across Manhattan Beach Unified School District (MBUSD) with its implementation of the Writing Workshop program, curriculum-driven visual and performing arts residencies, and an iPad pilot program that has been fully integrated into learning and instruction.

A critical component of success, especially in light of ever-diminishing state and federal funding, has been the leveraging of every resource available to public education including mobilizing parents, community partnerships, and soliciting grants/public funds. When presented with a challenge, Robinson finds a way to overcome the hurdle. For example, one major limitation at Robinson is physical space. Eight years ago, Robinson had no science lab because there was no available room. Robinson was able to secure a part time science specialist who created the "science lab on a cart" for three years until the school could afford to retrofit a portable classroom and create a proper science lab.

Over the past 12 years Robinson has demonstrated a passion for exposing students to a diversity of visual and performing arts and is in its fourth year of designing and implementing a 10-class performing arts "rite of passage." Everyone participates in this unique experience tied to grade level curricular units of study. With only the cafeteria, a science lab with limited availability, outdoor space, and teachers willing to be flexible, the seemingly impossible is accomplished. Square foot for square foot, Robinson is able to maximize learning and achievement without the luxury of space.

Robinson students come from a range of different backgrounds with different learning styles. Robinson creates programs serving students with special needs as well as gifted students, all of whom are served in an inclusive environment. By the numbers, Robinson's milestones and accomplishments reflect a student body and a community that is engaged and committed to success:

- 95% or higher proficiency in Math achievement over 5 years in grade 2-5
- 96% proficiency in Language Arts achievement in 2012
- 100 % proficiency on statewide CST Science testing in grade 5 in 2008 and 2011
- 100 % of families participate in PTSA membership each year
- 100% of families participate in contributing to the Manhattan Beach Education Foundation in support of the district each year
- 680 5th graders trained in the Ambassador program over 10 years
- 13 years of continuous support to Robinson's "sister" school in a disadvantaged part of Los Angeles
- Recipient of California Distinguished School Award, "An America's Best," "Best of Los Angeles," California Business for Educational Excellence Honor Roll
- Recipient of grants such as: National Endowment (NEA), "Los Angeles County Arts for All," Don Knabe LA County Supervisor Partners in Arts Education, Wells Fargo Art Grant

Robinson Elementary has risen to every challenge, not only meeting expectations, but setting new standards for innovation and excellence. Even in a high-performing district, Robinson stands out as a highly desired school that unites its community and embraces each child.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a. In May of each academic year, the California Standardized Testing and Reporting Program (STAR) is administered. This consists primarily of the California Standards Tests (CST) for English/Language Arts (ELA), and Math, both given to all students in grades 2-5. CST Science is given in grade 5 only. Student results are categorized into four levels of achievement: advanced, proficient, basic, and below basic. In grade 4, the STAR California Writing Standards Test (a writing application test) is administered. Scoring criteria is based on a rubric score. Students earning 4 out of 8 will score 50%, 6 out of 8 score 75% (proficient), and 8 out of 8 score 100% (advanced). The California Modified Assessment (CMA) is the grade level alternative assessment for students who score below basic and are in need of modifications through an individualized education program (IEP). The CAPA may also be given to those students with significant cognitive issues.

Based on these assessment results, an index known as API is calculated for each school and is widely used to compare schools throughout the state. In 2012, Robinson's API was 970 and over the past five years has ranged from 962-970, ranking in the top schools statewide. Robinson met all federal targets for "No Child Left Behind" and AYP criteria in all years from 2007-2012.

Aligning with state and district achievement expectations, the target goal is that all students will be proficient or advanced on all CST tests including ELA and Mathematics in grades 2-5, Writing Standards Test in grade 4, and CST Science test in grade 5. Robinson continually evaluates how to make sure every student is proficient in line with "No Child Left Behind" and tenaciously moves students into the advanced levels of achievement through collaborative dialogue, expertly guided instruction, creative innovation, and exceptionally high expectations.

b. Robinson uses test scores to inform instruction, analyze student data, review trends and measure growth over time. ELA proficient and advanced scores, traditionally high, fell in 2011 to 87.5%. Analysis of the data indicated a vulnerability in the 2011 3rd grade class. Only 78% of third grade students in 2011 scored in the proficient range in English Language Arts. This was a definite departure from any grade level or year at Robinson. Recognizing that 23% of the grade level population was identified with educational disabilities, the next year's fourth grade team committed to rolling up their sleeves and focusing on reading and writing. In one year the results were amazing with ELA scores increasing to 96.5%, largely due to 93.3% of 4th graders scoring advanced as compared to 58.7% in 2010.

Looking at the Math scores over time, Robinson consistently achieves exceptionally high scores. In 2011, 94% of the third grade students scored 94% proficient in Math. Teachers, with determined resolve, worked to increase the number of students in the advanced level. The fourth grade team analyzed the data, made adjustments to instructional practices and set the bar for their classes. By the end of fourth grade, these students soared to 98% proficient in English Language Arts and 100% in the area of Math. Year after year, students show their knowledge of foundational mathematical concepts and expert calculation. School wide goals include moving all students into the advanced level of achievement by providing mathematical application opportunities through small group and individualized differentiated instruction (Marcy Cook Math Tiles), integration of online educational tools (Khan Academy), iPad apps, IXL, as well as complex problem solving (Math Olympiad), all of which impact test score performance.

Remarkable achievement is noted in the dramatic increase in student achievement as measured in the CST science test. After concerted efforts to put the right tools in place, Robinson's science scores soared from 75% (2007) to 100% (2008, 2011). This is the result of a dedicated environment, a commitment to weekly and daily instructional focus in the lab and classroom respectively, as well as the continued support of a science specialist. In addition, school focus on science achievement initiated the annual "I am a Scientist

Day” as well as science-themed cultural arts performances. Sustaining high achievement scores is due to the fact that science is prioritized through integrated, hands-on learning opportunities for all students.

Since Robinson does not have the population to support any subgroups of significant size, the disabilities subgroup is targeted for classroom differentiated instruction. For example, in grade 4 in 2011-12, a large percentage of students received special education services for specific learning disabilities in reading and writing. In comparing the entire grade level growth from 3rd grade to 4th grade, ELA scores increased from 87.5% in 2011 to 95.6% in 2012. Looking at the special education subgroup, 75% of the students scored proficient or advanced in English Language Arts in 2008 and 87% of the students scored the same in 2012. In Math, the percentage proficient increased from 94% to 100%. Interestingly, remediation efforts and teacher persistence targeting identified weaknesses and resulted in under-performing students scoring well above expectations and importantly, consistent with top performing peers.

Teachers and staff are the drivers of students’ consistent high test scores. They continue to grow professionally and implement best practices based upon research as well as evaluate data to drive instructional practices. Working in grade level teams as well as across grade levels, teachers work diligently to increase the number of students who score advanced and proficient and strive to differentiate instruction to meet the needs of each individual child.

2. Using Assessment Results:

Assessment data is used to continually evaluate instructional practices and monitor student progress. Assessment is an integral part of the instructional decision making process. Using various types of assessments, teachers are able to collect information about learning within a lesson, a unit, and content area.

During Writing Workshop, ongoing assessment of student learning occurs during individual conferences. Teachers at Robinson use the Confer app to provide immediate, reflective and meaningful feedback in a systematic way. Through recording strengths, tagging weaknesses, taking anecdotal notes, highlighting teaching points, and categorizing/tracking skill acquisition, next steps are determined. This data guides teachers to make informed decisions which enhance student learning, solidify concepts, as well as enrich and extend knowledge to meet the needs of the individual child. It also provides critical information to differentiate curriculum and provide for flexible skill-based grouping.

Formative assessment is also used to assess the learning process and give teachers immediate, critical information to evaluate the teaching-learning process. Every week teachers collaborate on Wednesday afternoon, sharing with their grade level peers, informal observations and anecdotal notations of the learning process. Each grade level team collaborates to assure that each child is reaching his or her potential and has a firm grasp of grade level standards. After teaching a unit of study, teachers also collaborate on creating a meaningful summative assessment to evaluate student growth and achievement.

District summative assessments are given each trimester. They are uploaded to Illuminate, which provides an item analysis of concepts to help give critical information to teachers to evaluate instruction. The information is used to gauge instruction, whether for starting points in a unit, re-teaching of concepts, remediation or extension. Kindergarten teachers use ESGI (Educational Software for Guiding Instruction), which helps track student growth. This software provides a print out and the information can be emailed to parents.

When school starts every fall, teachers go through a two-step evaluation process. First, they evaluate CST data from the students they taught the previous year. In grade level teams, they discuss areas of strength as well as areas for growth. This helps the next team refine the units of study and best practices to assure student success. With a new pair of lenses, teachers also evaluate the data from a different perspective to get a preview of their new in-coming students. Grade level teams meet together to give

critical details to explain the nuances behind the data numbers. The vertical planning meetings between grade levels, not only at the start of the year, but throughout the year, provide a seamless transition from grade level to grade level. Grade level teachers confer with each other on a daily, weekly, and monthly basis to help continue best practices and instructional strategies to meet the needs of students and ensure success.

Concerned with a dip to 87.5% in proficiency levels on ELA scores in grade 3 (2011), and anticipating the 4th grade CST Writing assessment, teachers committed daily instruction to systematically lay the foundation for successful writing fluency. As a result, this group of 4th graders (Group A) with a significantly larger population of special needs (23%) versus the previous year's 4th graders (Group B), out-scored prior years. Fifty-three percent (53%) of Group A scored advanced compared to 30% for Group B. Additionally, no one in Group A scored below basic or basic, while in Group B, 3% scored below basic and 3% scored basic. This is an example of analyzing data to identify opportunities for increased student performance.

Teachers keep parents abreast of upcoming assessments, providing study guides to develop strong study skills. They communicate via newsletters, websites, emails, one-on-one conferences and telephone calls with assessment results and student performance. Cumulative results are also shared during Student Study Team meetings to recommend accommodations for student success.

Shuttered for 17 years due to declining enrollment, Robinson's doors first reopened in 1996, and 296 students walked through the halls. By 2008, 386 students walked through the halls of Robinson, and on the CST 96% of students in grades 2-5 achieved a proficient or advanced score in Math and 92% of students achieved a proficient or advanced score in ELA. With 442 students in 2012, we remain confident that achievement will stay remarkably high.

However, as the student population continues to rise, instruction is impacted and teachers are constantly challenged as students' foundational skills differ widely. Tenacious remediation efforts are put into place to close the achievement gap. Test scores reflect consistently high achievement despite mobility factors. The current economic situation exacerbates the impact of mobility and creates an ever-changing student population as families move in and out of our district. Nonetheless, our teachers are vigilantly assessing and employing remediation and enrichment efforts to ensure students are top performers.

3. Sharing Lessons Learned:

Robinson resides in a district that encourages sharing best practices. Formal structures exist for sharing at monthly district-wide grade level, principal meetings, professional development days and district-offered teacher certifications. Additionally there are open-door policies for staff to visit other campuses.

Two recent Robinson innovations that have spread across the district have been the installation of SMART boards in each elementary classroom and the integration of iPads into classroom learning. Robinson began SMART board installation over five years ago. Inviting the CEO of SMART to Manhattan Beach, Robinson held informational meetings and demonstrations for interested schools in the district. Today all elementary schools in the district are equipped with SMART technology. This interactive technology has transformed instructional capability and potential.

iPad integration began at Robinson with a fact-finding trip to a private school using iPad's for classroom instruction. The result was an "opportunity" presentation to the district, follow up discussions, and a promotional video made by a Robinson parent for the district website. In the summer of 2011, the district supported an ambitious iPad pilot with intensive professional development. Robinson's 2nd grade pilot program was especially successful as teachers embraced 21st Century Learning by integrating technology into the curriculum, sparking enthusiastic students and innovation. Today every elementary school has 2 grades with student iPads with hopeful plans to expand. Robinson also visited a school piloting Khan

Academy and subsequently integrated Khan in both 4th and 5th grades, providing vertical and horizontal extension and differentiation.

Recognizing the importance of imbedded arts instruction, Robinson pioneered a curriculum-driven performing arts integration program at every grade level, taught by a professional artist. For instance, when 2nd grade students study fairy tales in literature and cultures in social studies, they participate in an Irish Dance residency that meets VAPA standards. As a testament to the high quality education experience, grant funding has been obtained. All aspects of this program have been shared. Today, all schools are in various phases of adoption.

The Ambassador and Spirit Assembly programs have also been shared with other schools in the district. Both programs are based on “Character Counts”, a program that teaches students to accept responsibility, model positive play, and set the standard as a scholar, athlete and good citizen.

Lastly, local press and test scores spark inquiries from other schools in the state. For instance, researchers have observed and filmed student engagement with hands-on science learning in a lab environment.

4. Engaging Families and Communities:

Robinson embraces the many talents of its parents and greater community by creating opportunities to become involved in a wide range of collaborative projects. From day-to-day work in the classroom to special festivals and events, Robinson welcomes parents and community members as a valuable resource.

On any given day, parents can be found volunteering in the classrooms, in the library, in the school gardens, or serving on the PTSA or other committees. A weekly e-newsletter, email blasts from room parents, grade level websites, and regular teacher conferences keep parents informed on a regular basis. Additionally, parents are welcomed with an open-door policy to share concerns or feedback.

Robinson plays host to special events throughout the year that draw in parents as well as community members. A family art night, an annual book fair, family game night, a school-wide 5K run, and regular parent education evenings represent just a few of the many events that help parents see Robinson not just as a school but as a vibrant community resource.

Robinson draws on the talents of the many professionals in the neighborhood, including a leading brain development researcher who talks to both teachers and parents, a local photographer who captures the spirit of lively campus events, graphic designers who help put together the school directory and web site, and doctors and scientists who come in to speak at the annual “I Am a Scientist Day.”

Additionally, Robinson engages community leaders with collaborative efforts on special events such as field trips to the library, police, fire station, and local businesses. Each year, Robinson’s annual spelling bee features a special guest judge from the local community, such as the mayor, city council member, district administrator, or school board member.

Critical to student achievement is the collaborative working relationship between MBUSD and Manhattan Beach Education Foundation (MBEF). Founded in 1983, this philanthropic organization is dedicated to improving public schools and filling financial gaps in state funding. District-wide elementary enrichment programs that MBEF supports with generous grants include science, reading, music, library, and computer specialists. Importantly, because of MBEF, class size reduction has been maintained in grades K-3 at a ratio of 1:23.

Students clearly benefit from all this external support by having exposure to a wide range of talents and opportunities. But parents and community members benefit as well from the sense of connectedness fostered by a dynamic and supportive community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

“Any credible curriculum has to embody the link between knowledge and critical thinking.”

-Mike Schmoker

Believing that a richly integrated curriculum will improve student retention of material and inspire creativity, Robinson weaves differentiated and project-based learning with creativity and the arts. Embracing the tenets of 21st Century Learning: critical thinking; creativity; collaboration; and communication; the essential components of grade level curriculum become relevant and inspiring.

Robinson follows district-adopted core curricula aligned to CA content standards but has also found a myriad of innovative ways to enhance expectations through depth, rigor, and integration. For example, the Open Court reading series is augmented to inspire reading comprehension and fluency with district core literature in each grade. Inquiry-based learning and Socratic dialogue encourage higher level questioning in literature studies. Supplementary materials such as Junior Great Books, self-selected reader’s workshop, and literature circle groups inspire thoughtful reflection and meaningful connections to text.

Saxon Math is enriched with complex problem solving, and extended using the strategies of Math Olympiad. Marcy Cook math tiles and technology applications differentiate and individualize learning.

Recently adopted Writing Workshop is being implemented in every classroom. The stamina of student writers is improving by leaps and bounds and the reflective and thoughtful written expression by students is remarkably insightful. In grade 3, an excellent example of interdisciplinary creativity is the Scholar Speaks’ program. Each week students prepare a short speech from the perspective of an expert in the area of curriculum. Students become the teacher, sharing valuable information in a creative way using technology, public speaking skills, and visuals.

Vibrant hands-on science instruction based on grade level standards is supported with a Science Specialist and dynamic science lab.

Social studies content is woven throughout the day with departmentalization in grades 1, 2, 4, and 5. Simulations such as *Walk through California* and *Walk through the American Revolution* bring social studies alive for student enjoyment and retention. Celebrations at the end of curricular units occur through museums of learning, and Proud to be American, Hoe Down, and Rancho Days.

Physical education standards are taught by teachers trained with the Sparks program. They focus on *Champions of Character*, reinforcing sportsmanship through physical education and by awarding the student-coveted “*I Set the Standard*” T-shirt at monthly all-school assemblies.

Recognizing all children learn differently, huge efforts are made to allow students to shine through the visual and performing arts. MBUSD provides weekly instrumental and choral music instruction in grades 1-5. Resident artists spend 10 weeks in collaboration with classroom teachers. These artists provide experiential learning from pantomime to Hip Hop. Grade levels perform plays starting in kindergarten with *The Three Piggy Opera* to *We Come From Everywhere* in grade 3. Students have unique opportunities to participate in song, dance, public speaking, and theater. For some, it has been life changing and for all, confidence building and enjoyable.

The incorporation of technology provides an exciting and transformative road, inspiring the innovative and creative genius of both staff and students. The access to multi-media curricular lessons through SMART exchange and the resources of the internet has proved limitless. Using Khan Academy or the Educreations App, teachers are “flipping the classroom,” promoting self-directed, differentiated learning.

Responding to high performing, sophisticated learners, the majority of Robinson teachers have been trained to use critical thinking and Depth and Complexity strategies to link knowledge at higher level of cognition. The work of Schmoker in his book *Focus*, Sandra Kaplan at USC, and inquiry-based learning, have all inspired lessons employing critical thinking. In any classroom you will see examples of teachers employing these strategies to go “deeper” and promote rigor through “complexity.”

2. Reading/English:

Responding to research driven data on the importance of phonemic awareness as the foundational ground work for reading acquisition, our district adopted Open Court Reading. Beginning in the early years of kindergarten, students strategically master sound symbol relationships, blend phonemes, and soon learn to decode text to support fluency. Individual student assessments are given 3 times a year to track fluency growth, analyze strengths, and weaknesses and guide instruction in the acquisition of these basic rudimentary skills required to become a fluent reader. Supporting instructional strategies include guided reading, small differentiated reading groups, and strategic guided practice.

Remediation efforts include small and individual support from reading and resource specialists, flexible grouping, reading workshop mini lessons, resources including Read Naturally, personalized parent conferences with differentiated handouts, RAZ kids online practice, iPad apps such as *Timed Reading*, “hear myself sound phone” (quiet amplified reading into the child's ear to support fluency development), SRA (individualized reading program), and strategic guided practice in comprehension skills (such as main idea, inference, drawing conclusions). These are targeted to specific student needs based on assessment data.

Instruction of early reading includes encouraging students to embrace a love for reading and to become lifelong competent and avid readers. Teachers use a variety of instructional methods to inspire, differentiate, and enrich the instruction of reading including district core literature books with emphasis on vocabulary word enrichment, flexible grouping, mentor texts, reading workshop mini lessons, independent choice reading, novel studies with reading response journal/notebook, partner reading, iPad apps such as *Reading Rainbow* which allow extension and review, teacher read alouds, reader’s theater, genre studies, reading in the content areas enhancing comprehension of expository text, super silent reading (SSR), guided reading, weekly vocabulary draws and dramatizations, personalized parent conferences with differentiated parent education handouts (fluency, comprehension, and book lists), weekly library visits, individualized differentiated reading instruction, literature circle groups with parental support/volunteers, weekly expository text/current events with Weekly Reader (hard copy for repeated read at home and digital for multimedia/interactive lessons on the Smart Board), enrichment offered by Junior Great Books, weekly second grade newsletter on the web with educational links and weekly vocabulary and spelling words, Reader’s Theater with Frog and Toad, choral reading, clipboard reading, and poetry units. At Robinson, we believe literacy can be compared to a spine holding everything together. The branches of all learning connect and depend upon its mastery in order to leave “no child behind.”

3. Mathematics:

The district adopted Saxon Math series is another example of a foundational curriculum designed to cement and reinforce mathematical concepts. This spiraling pedagogy continually reinforces student proficiency of previously learned skills. Remediation efforts for students who are below expectations include small differentiated group instruction with teachers, resource assistants, resource teacher, trained parent volunteers. Online technology such as IXL is used for practice and KHAN academy data is used

for re-teaching. Saxon math palettes, math homework “re-dos” with parent support, and pre-tests support students needing extra time and practice. District-wide assessments, based on grade level California standards, are administered each trimester to inform instruction and target specific skill deficits.

To augment the Saxon Math series a number of exemplary instructional materials and strategies are consistently used by teachers at Robinson to provide rigor and critical thinking. These include Marcy Cook tiles, Marilyn Burns supplemental replacement units, differentiated math centers with varied math concepts and Saxon pallets, iPad extension challenges that review concepts, teacher created resources and replacement units, integration of literature to introduce and reinforce concepts, songs, chants, games, real-life applications of math concepts, opportunities for multiple solutions with problem solving, writing in math, note-taking to improve organizational and study skills, Problem of the Week (enrichment and extension: e.g. word problems, critical thinking puzzles, Sudoku, etc.), differentiated resources, IXL (used to reinforce previously taught skills, teacher directed), Khan Academy (student-centered enrichment that provides vertical and horizontal extensions and data to determine students who need re-teaching as well as those who are ready to further extend said concepts at a higher level), culminating Math Day celebrating applications of math in the real world, math games fostering spatial reasoning, critical thinking puzzles, calculations using the palindromic number theory, Math Olympiad contest for high level problem solving challenges, interactive Smart Board lessons with student friendly objectives clearly listed, youtube songs and videos connecting to objectives, sparking curiosity and cementing learning, manipulatives to build a foundation for concepts such as wrap-ups, flash cards, mini-clocks, money, large charts, graphs, and iPads as white boards.

Looking back over Robinson’s CST data tables, one can see remarkable and consistent achievement in Math over the last 5 years. 95% of the student population tested proficient or advanced. Moving all students to the advanced level along with becoming mathematicians, who can critically apply concepts and solve rigorous multi-level problems with reasonable solutions are ongoing school improvement goals.

4. Additional Curriculum Area:

Children are born curious. To acquire knowledge about the world around them, they poke, prod, and ask questions—the most important being “Why?” What better curricular area to encourage a child’s natural inquisitiveness and love for learning than science?

Through generous funding from our Manhattan Beach Education Foundation, Robinson acquired a science specialist. This credentialed instructor collaborated with classroom teachers to develop science lessons and hands-on experiences, which supported standards based classroom instruction. With consumables in tow, the Robinson science specialist entered each K-5 room and engaged learners in activities that students described as “fun.” Other Robinson stakeholders described what they saw as active participation that promoted the acquisition of essential skills at the foundation of learning: making observations and predictions, searching for patterns, discovering connections between disciplines, analyzing data, and communicating conclusions.

Eight years ago, Robinson had no science lab because there was no room to put it. As a result, the Robinson PTSA made a decision driven by curriculum and instruction to invest in a science lab. Robinson was able to secure a part time science specialist who created the “science lab” on a cart for three years until the school could afford to retrofit a portable classroom and turn it into a proper science lab at which point, the specialist no longer wheeled a cart around from class to class. Instead, students came to the science-rich environment and actively participated in activities once limited by the physical constraints of the regular classroom. When the students entered the new lab, the sights, smells, and sounds of science surround them. The sheer aesthetics were not the only thing that improved. After the first full year of supplemental science instruction in the lab, 100% of Robinson 5th grade students scored proficient or advanced in the science portion of the California Standards Test (CST). We believe our K-5 commitment to science instruction both in the classroom and in the science lab is the main reason Robinson students continue to show high levels of achievement in science.

Moreover, science curriculum and instruction at Robinson directly aligns with our mission to provide students with educational experiences that nurture within them a love for learning in a stimulating, innovative, and supportive environment. Perhaps what is most rewarding is to know we make science purposeful and fun, and that we encourage children's natural inquisitiveness about the world.

5. Instructional Methods:

As curious as children are, they learn by actively participating. At Robinson, you will find an extraordinary treasure of talented teachers whose instructional methods make curriculum exciting and inspiring. Strategies include the use of graphic organizers, "thinking maps," flexible grouping, literature circles, reader's workshop, active participation (covert and overt), metacognition, cooperative grouping, monitoring and adjusting, interactive writing shared pen, realia, modeling, jigsaw, manipulatives, dramatization, pantomime, curricular mapping and reflective professional discourse.

Teachers universally employ strategies that go deeper with patterns, language of the discipline, big ideas, observation of trends, and the ethics of decision making. Strategies promoting rigor through complexity include looking at core curriculum through different eyes, analyzing changes over time, noticing the impact across disciplines, and using perspective to gain understanding into others.

The most transformative instructional method used is the interactive SMART board. Teachers creatively use a plethora of multi-media internet resources combined with SMART to prepare and present content infused with sound, music, visuals, primary source documents, and interactive practice. The SMART exchange offers ready-made interactive lessons for teachers at the touch of the mouse. The classrooms at Robinson have been transformed with innovative genius over the last 5 years as teachers have become masters at creating captivating presentations.

The incorporation of technology into instructional practice is also seen with the inclusion of iPads in the classroom. Today every teacher has a personal iPad along with student iPads in grades 2 and 5. These hand held devices capture a child's attention, elicit motivation to discover, and encourage retention of material. Teachers at Robinson have successfully integrated this technology in innovative ways using apps for content mastery, reading fluency, and Khan Academy.

The use of a microphone and surround sound system in every classroom is another technological instructional tool that ensures students hear clear directed instruction from every corner of the room.

None of this is possible without a dedicated, highly qualified, and passionate teacher. At Robinson the rigorous hiring practice of the principal and teacher leaders ensures the best teachers. Exhaustive resume review, multiple team interviews, evidence of quality written expression through an authentic writing sample, demonstration lessons and outstanding letters of recommendation are required. The demonstration lesson is the most critical piece whereby exemplary instructional strategies, classroom management, along with dynamic delivery and passion must be apparent.

6. Professional Development:

Robinson is fortunate to reside within a stellar district that is very supportive of professional development on a district, administrative, school and personal level.

Importantly, MBUSD teachers are free to identify their own development opportunities. Professional growth may be in the form of district or university offered classes such as GATE training/certification or Writing Workshop training, conferences, workshops and webinars.

The district's annual staff development day offers many current topics including iPad integration, SMART training, Common Core Standards, brain-based research and its impact on education, and the

district's new writing initiative. TOSAs (Teacher on Special Assignment) assigned to 21st Century Learning and writing offer on-going training and support to teachers. Last year as part of the iPad rollout, the 21st Century Learning TOSA offered iPad integration training every month during the school year. Additionally, teachers and principals are encouraged to attend relevant conferences and Robinson teachers regularly attend the Math, Kinder, GATE and CUE conferences.

Speakers are brought in by the district and individual schools to spark innovation. Sir Ken Robinson recently spoke to the high school faculty. The district sponsors an annual, full day, education-oriented TEDx conference. Robinson has shown many TED talks and invited speakers to staff development meetings. For example, Mary Helen Immordino, PhD and neuroscience researcher at USC, spoke at Robinson about brain development and emotional learning. Based on Robinson staff's rave reviews, she was subsequently invited to a district-wide professional development and awed district teachers with her inspirational research.

Staff development occurs on Robinson's campus for on-going collaboration and professional growth. Opportunities to improve instructional practice as well as deepen a teacher's analysis of student performance and potential include: monthly staff meetings; grade level planning; vertical articulation meetings; peer observations; Meet the Masters fine arts training; and collaboration with artists in residence. All teachers at Robinson have been trained and CLAD certified in order to meet the needs of the English language learner.

Professional development is also more informal in our district with an open door policy that encourages teachers and principals to observe what other schools are doing. Grade level meetings encourage collaboration and teachers learn from each other. Robinson has recently been chosen as the site for the district demonstration Writing Lab. Teachers from all over the district come several times a week to watch either the district writing TOSA or a Robinson teacher model exemplary Writing Workshop lessons in a third grade classroom.

7. School Leadership:

Robinson's success, innovation and heart is the result of the combined and collaborative leadership of a dedicated principal of 13 years, outstanding staff, an amazing executive board of parent leaders and hundreds of volunteers. An extraordinary district governing board, visionary district superintendent and administration, generous education foundation, and an advisory site council are among the salient leaders collaborating for student success at Robinson. Importantly, student leaders remind us each day what is essential.

The active leadership at Robinson successfully transforms vision to reality. The collaborative effort and cooperative spirit that exists between school, district, parent and community leaders, supports dynamic initiatives, innovation, and remarkable results. Excellent instructional strategies and teacher performance is inspired from brain-based learning research. A lunch-time book club reading of The Art of Writing by Lucy Calkins morphed into the district adoption of Writing Workshop. The belief that technology and arts integration can transform student acquisition and experience of learning has inspired programmatic improvements.

At the heart of student achievement is compassion, self-confidence, and character, traits the principal and teachers continuously nurture. By providing leadership opportunities, students shine and blossom through performance-based learning and public speaking. Student leaders spearhead community service projects, going green activities, school spirit days, student ambassadors, and character counts skits. "Champions of character" and "heroes in the hallways" are recognized for the courage and integrity they exemplify. Recently, Character Counts Chairperson, a student in grade 5, spoke eloquently about the heart of character: "Character is the thunder as it bellows for all to hear. Character is a lightning bolt, long, short, thin, or thick, no matter the size or shape, it makes an impact on everything it touches. Character guides us through the storms of our lives."

Collaboration and collegiality amongst staff plays a critical leadership role in achievement at Robinson. Every Wednesday grade level teams meet together to strategically plan and discuss student needs. Monthly staff, grade level and principal meetings provide professional development and discourse.

Staff appreciation underlies the leadership spirit of the Robinson community. Each month, staff is pampered in some way acknowledging their dedication, earnest efforts and heartfelt concern for children.

Sir Ken Robinson perfectly sums up the philosophy guiding the leadership at Robinson. “You cannot predict the outcome of human development. All you can do is, like a farmer, create the conditions under which it will begin to flourish.”

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: STAR CST

Edition/Publication Year: 2008

Publisher: Harcourt Educational Measurement

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Advanced	90	94	97	97	100
Advanced	68	72	86	85	83
Number of students tested	72	85	63	60	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		2			
Percent of students alternatively assessed		2			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced			Masked		
Advanced			Masked		
Number of students tested			2		
2. African American Students					
Proficient Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	5	7	1	1
4. Special Education Students					
Proficient Advanced	100	88	Masked	Masked	Masked
Advanced	82	41	Masked	Masked	Masked
Number of students tested	11	17	7	9	5
5. English Language Learner Students					
Proficient Advanced		Masked	Masked		
Advanced		Masked	Masked		
Number of students tested		2	2		
6. Asian American					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	3	4	5	7
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13CA19

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: STAR CST

Edition/Publication Year: 2008

Publisher: Harcourt Educational Measurement

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Advanced	93	78	94	85	90
Advanced	44	27	59	42	49
Number of students tested	71	85	63	60	59
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	1	2			
Percent of students alternatively assessed	1	2			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced			Masked		
Advanced			Masked		
Number of students tested			2		
2. African American Students					
Proficient Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	5	7	1	1
4. Special Education Students					
Proficient Advanced	70	59	Masked	Masked	Masked
Advanced	60	6	Masked	Masked	Masked
Number of students tested	10	17	7	9	5
5. English Language Learner Students					
Proficient Advanced		Masked	Masked		
Advanced		Masked	Masked		
Number of students tested		2	2		
6. Asian American					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	4	5	7
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA19

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: STAR CST

Edition/Publication Year: 2008

Publisher: Harcourt Educational Measurement

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Advanced	99	100	97	95	100
Advanced	87	95	75	77	79
Number of students tested	79	60	65	62	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2				
Percent of students alternatively assessed	2				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient Advanced		Masked			
Advanced		Masked			
Number of students tested		1			
3. Hispanic or Latino Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	4	4	3	1
4. Special Education Students					
Proficient Advanced	100	Masked	91	Masked	100
Advanced	78	Masked	64	Masked	64
Number of students tested	18	7	11	6	14
5. English Language Learner Students					
Proficient Advanced	Masked	Masked			Masked
Advanced	Masked	Masked			Masked
Number of students tested	2	1			1
6. Asian American					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	5	4	4	2
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA19

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: STAR CST

Edition/Publication Year: 2008

Publisher: Harcourt Educational Measurement

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Advanced	99	98	95	97	97
Advanced	81	93	75	84	82
Number of students tested	79	60	65	62	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2		1		1
Percent of students alternatively assessed	2		1		1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient Advanced		Masked			
Advanced		Masked			
Number of students tested		1			
3. Hispanic or Latino Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	4	4	3	1
4. Special Education Students					
Proficient Advanced	94	Masked	91	Masked	93
Advanced	50	Masked	36	Masked	50
Number of students tested	18	7	11	6	14
5. English Language Learner Students					
Proficient Advanced	Masked	Masked			Masked
Advanced	Masked	Masked			Masked
Number of students tested	2	1			1
6. Asian American					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	5	4	4	2
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CA19

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: STAR CST

Edition/Publication Year: 2008

Publisher: Harcourt Educational Measurement

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Advanced	97	98	94	97	96
Advanced	83	84	77	76	75
Number of students tested	60	62	64	62	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1			1
Percent of students alternatively assessed		1			1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	8	1	1
4. Special Education Students					
Proficient Advanced	Masked	Masked	Masked	83	82
Advanced	Masked	Masked	Masked	50	36
Number of students tested	7	9	7	12	11
5. English Language Learner Students					
Proficient Advanced	Masked		Masked		
Advanced	Masked		Masked		
Number of students tested	1		1		
6. Asian American					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	4	3	3
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13CA19

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: STAR CST

Edition/Publication Year: 2008

Publisher: Harcourt Educational Measurement

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Advanced	95	86	89	94	92
Advanced	67	57	55	66	53
Number of students tested	60	62	64	62	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1	1		1
Percent of students alternatively assessed		1	1		1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	8	1	1
4. Special Education Students					
Proficient Advanced	Masked	Masked	Masked	67	73
Advanced	Masked	Masked	Masked	42	27
Number of students tested	7	9	7	12	11
5. English Language Learner Students					
Proficient Advanced	Masked		Masked		
Advanced	Masked		Masked		
Number of students tested	1		1		
6. Asian American					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	4	3	3
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13CA19