

# Robinson Elementary School

21400 Lindsay Drive • Trabuco Canyon CA, 92679 • (949) 589-2446 • Grades K-6

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Saddleback Valley Unified School District

25631 Peter A. Hartman Way  
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#### District Governing Board

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Dennis Walsh, Vice President  
Amanda Morrell, Clerk  
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Dr. Edward Wong, Member

#### District Administration

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**Director, Elementary Education**  
Dr. Diane Clark  
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Scott Turner  
**Director, SELPA**  
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**Director, Student Services**

### School Description

Robinson Elementary School, a California Distinguished School, is committed to helping students achieve success and self-confidence by providing an outstanding academic program in a nurturing environment. Our students successfully completed the California Assessment of Student Performance and Progress (CAASPP), under the Common Core State Standards, and improved our overall scores in both Literacy/English Language Arts and Mathematics. The information gained from our students' performance on this test guides our instructional development. We look forward to these challenges as we are constantly seeking out and refining best practices.

Our vision is to provide the highest quality educational experiences to enable all students to become contributing members of society. Students are empowered with the technical skills to succeed in our evolving world, the ability to think and express themselves clearly, and the values necessary to be responsible citizens.

Robinson Elementary provides all children with experiences in the process of learning. The faculty teaches a standards-based curriculum that provides students the skills of reading, writing, mathematics and technology. The expanded core curriculum includes music, art, physical education, health, social sciences and science. These learning experiences allow for universal access that takes place in a setting providing a healthy balance between structure and spontaneity within an atmosphere which features outstanding physical resources. Accomplishments and performances in areas such as academics, the arts, community service, character development and citizenship are recognized.

We believe in:

- ~a challenging academic program
- ~fostering success at school
- ~providing a safe environment
- ~developing a sense of "family" at school
- ~responsive communication
- ~providing experiences in extra-curricular activities
- ~building good character through teaching high standards of behavior, responsibility and citizenship

Jonathan Kaplan, Principal

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	79
Grade 1	77
Grade 2	79
Grade 3	77
Grade 4	87
Grade 5	99
Grade 6	108
<b>Total Enrollment</b>	<b>606</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0
Asian	4.5
Filipino	0.7
Hispanic or Latino	18.5
Native Hawaiian or Pacific Islander	0.5
White	69.1
Two or More Races	5
Socioeconomically Disadvantaged	11.9
English Learners	8.4
Students with Disabilities	19.8
Foster Youth	0.8

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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			
Robinson Elementary School	15-16	16-17	17-18
With Full Credential	26	25	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	26
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Robinson Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Benchmark Advance by Benchmark Education Company Adopted 2017  Benchmark Adelante by Benchmark Education Company Adopted 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Math Expressions by Houghton Mifflin Harcourt Adopted 2014  Go Math by Houghton Mifflin Harcourt Adopted 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Scott Foresman California Science K-5 Adopted 2008  Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Reflections by Harcourt Adopted 2007  World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Our school opened in 1994. We have more than 50 classrooms, a library, a multipurpose room, a computer lab, two resource specialist rooms, a science lab, a teacher workroom, and our school office. Our kindergarten classrooms have their own playground, and we replaced the equipment on the main playground nine years ago. A swing set was added to the kindergarten playground and put into use in 2011-2012.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: November 2017**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces	X				Stained/damaged/missing ceiling tiles, to be replaced by plant foreman.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			cracks in asphalt, to be repaired by contractor
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
		X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	62	65	65	64	48	48
Math	55	58	50	51	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	111	107	96.4	87.9
Male	50	48	96.0	93.8
Female	61	59	96.7	83.1
Hispanic or Latino	18	17	94.4	64.7
White	83	80	96.4	91.3
Socioeconomically Disadvantaged	11	11	100.0	63.6
Students with Disabilities	21	18	85.7	88.9

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	88	88	79	77	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.3	24.2	48.4

\* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	375	365	97.33	64.66
Male	198	190	95.96	60.53
Female	177	175	98.87	69.14
Asian	19	19	100	89.47
Hispanic or Latino	74	70	94.59	51.43
White	259	254	98.07	67.32
Two or More Races	17	16	94.12	50
Socioeconomically Disadvantaged	46	46	100	26.09
English Learners	36	35	97.22	28.57
Students with Disabilities	84	76	90.48	42.11

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	375	364	97.07	57.69
Male	198	190	95.96	57.89
Female	177	174	98.31	57.47
Asian	19	19	100	78.95
Hispanic or Latino	74	70	94.59	47.14
White	259	253	97.68	60.47
Two or More Races	17	16	94.12	37.5
Socioeconomically Disadvantaged	46	46	100	23.91
English Learners	36	35	97.22	28.57
Students with Disabilities	84	75	89.29	33.33

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 (School Year 2017-18)

Parents are an integral part of our educational program. Our Parent Teacher Association (PTA) helps the school by raising funds to provide a fine arts program and a hands-on science lab called Destination Science. The PTA also provides funds for assemblies, to help with technology and for needs that arise throughout the year. Our School Site Council (SSC), which includes parent members, approves our school's annual plan and some budget expenditures. Thousands of volunteer hours are logged each year. If you would like to volunteer at our school, you may contact your child's teacher, or call the office at (949) 589-2446.

### State Priority: School Climate

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

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

### School Safety Plan

Our Comprehensive Safety plan establishes standards for safety and orderliness; rules and procedures, including guidelines for handling behavior problems and emergencies; dress code; and notification by teachers to parents about student disciplinary and safety concerns. We are fully equipped with food and water to shelter students and staff for up to 72 hours following a disaster. We practice monthly evacuation drills, as well as two disaster drills annually while working closely with the local fire and Sheriff's departments to provide the safest school possible.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.29		0.32
Expulsions Rate	0		0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.7	1.84	1.78
Expulsions Rate	0.15	0.14	0.2
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

## 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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Library Media Services Staff (Paraprofessional)	.4625
Psychologist	0.5
Speech/Language/Hearing Specialist	1.4
Average Number of Students per Staff Member	
Academic Counselor	

\* 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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	29	29	22			1	2	2	3	1	1	
1	27	27	26				2	2	3			
2	28	28	31				3	3	2			
3	25	25	31	1	1		3	3	3			
4	25	25	24	1	1	1			3	3	3	
5	32	32	34				2	2		1	1	3
6	25	25	27	1	1	1	4	4	1			2
Other	11	11	4	1	1	1						

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

**Professional Development provided for Teachers**

Teachers participate in comprehensive training during district sponsored staff training days and in on-site training sessions throughout the year. We meet as a staff twice a month for planning and training sessions. Teachers also meet in grade-level teams to review student work, plan instruction, and review teaching strategies.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$47,808
Mid-Range Teacher Salary	\$75,274	\$73,555
Highest Teacher Salary	\$101,806	\$95,850
Average Principal Salary (ES)	\$128,234	\$120,448
Average Principal Salary (MS)	\$130,828	\$125,592
Average Principal Salary (HS)	\$147,958	\$138,175
Superintendent Salary	\$296,984	\$264,457
Percent of District Budget		
Teacher Salaries	39%	35%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5317.96	67.92	5250.04	109411.39
District	◆	◆	5250.04	\$82,270
State	◆	◆	\$6,574	\$79,228
Percent Difference: School Site/District			0.0	36.5
Percent Difference: School Site/ State			-7.5	44.3

\* Cells with ◆ do not require data.

**Types of Services Funded**

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

- \* Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
- \* Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
- \* Provide appropriate, current instructional materials.
- \* Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
- \* Support continued implementation of strategies for Designated and Integrated ELD.
- \* Expand intervention programs for at-risk students to prepare them for "a-g" courses.
- \* Expand Advancement Via Individual Determination (AVID).
- \* Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
- \* Expand Counseling Services.
- \* Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.



**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.