

# Home of the Meteors



# **School Mission**

**Educating resilient learners through collaboration, communication, critical thinking, and creativity with awareness that each of us can grow and improve each day.**



# District LCAP Goals

## LCAP GOAL 1

### Academic Achievement

The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.

## LCAP GOAL 2

### Professional Development

Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).



## LCAP GOAL 4

### Special Education

The district will provide high quality curricular programs for students with IEPs that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, and engagement rates.

## LCAP GOAL 3

### Student, Parent & Community Engagement

Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.

# District Priorities

A) Improve Curriculum, Instruction & Assessment

B) Bolster Professional Learning and Collaboration

c) Strengthen Leadership Capacity

# SSFUSD OWL SYSTEMS

5

## the GAS TANK

### BENCHMARKS

checking student progress toward goals.

HOW CAN WE LEVERAGE DATA?

## the STEERING WHEEL

### INSTRUCTION

guiding our learning objectives  
ENGAGES US + TAKES US FORWARD

the GPS  
NAVIGATION  
our goals  
LCAP, DEPT.,  
SITE, TEAM, TCHR.

FFME -  
A PROCESS +  
DETERMINE WHAT  
TOOL, PRACTICE, OR  
SERVICE WILL  
HELP US SOLVE  
OUR IDENTIFIED  
NEED

Experience  
Explore  
Embrace  
Excel

WHAT IS OUR ACTION PLAN?

HOW DO WE REFLECT +  
RELENTLESSLY  
FOLLOW UP?

the SEATS  
CURRICULUM  
defines the skills to  
be taught  
STANDARDS, RIGOR,  
RELEVANCE

the WHEELS  
SYSTEMS OF ASSESSMENT  
sets the pace

the ENGINE  
PERFORMANCE MANAGEMENT  
MEETINGS  
showcasing data +  
progress  
ILTs, PLCs, DEPT. MEETINGS

WHAT QUESTIONS  
HELP US DETERMINE  
ROOT CAUSES OF  
PERFORMANCE?

the MIRRORS  
PROFESSIONAL LEARNING  
SYSTEM  
reflecting + growing  
in our  
professional  
practices

# EQUITY

Student Group	
<b>Total Enrollment</b>	<b>392</b>
Asian	13
Filipino	17
Native Hawaiian/Pacific Islander	7
Hispanic/Latinx	333
African American/Black	7
White	6
English Learners	228
Students w/Disabilities	64
Socioeconomically Disadvantaged	232

EL Matters	
Total Enrollment	392
# of EL	228
# of RFEP students	30
# of Newcomer Students	21



# 2021-2022: Dashboard - Martin Elementary Summary

## Chronic Absenteeism



## Suspension Rate



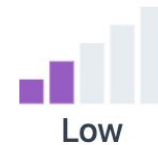
## English Learner Progress



## English Language Arts



## Mathematics



# Dashboard Summary: School, District, State

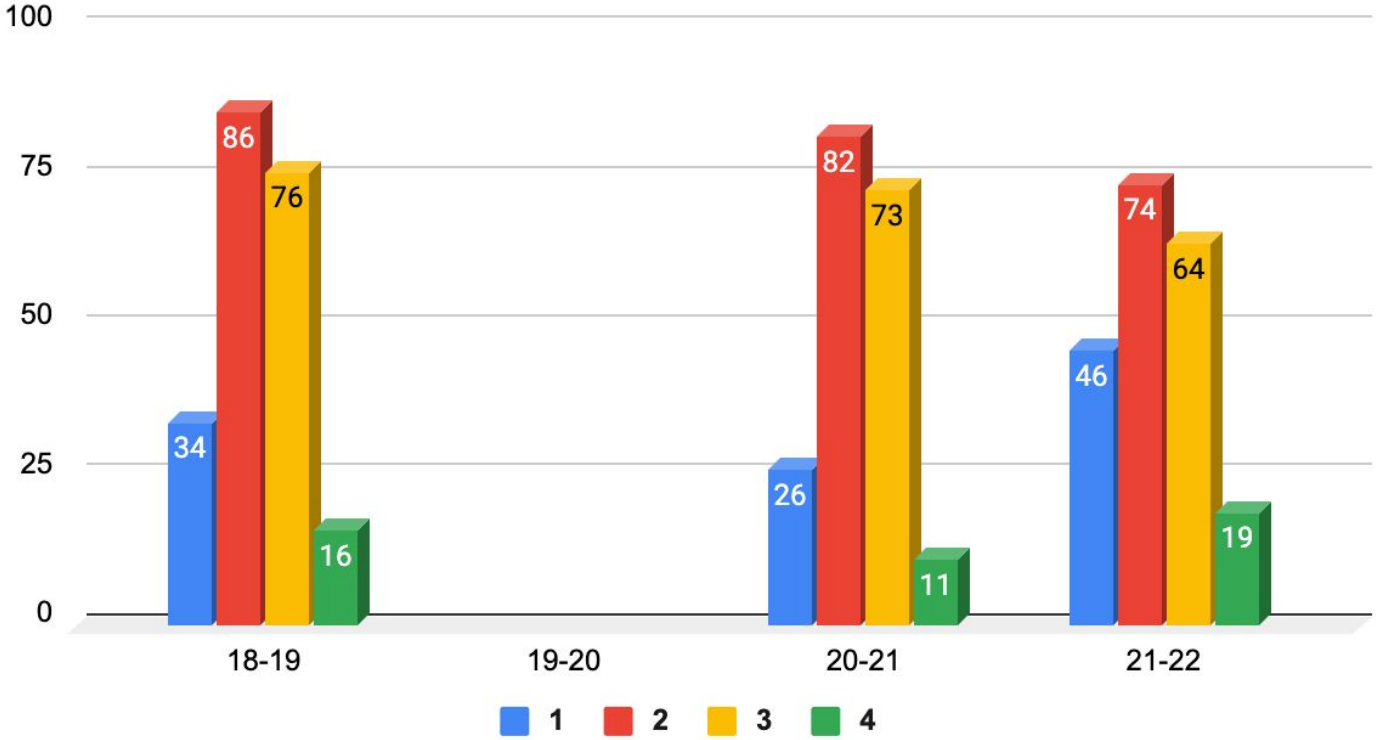
Indicator	Martin Elementary School		SSFUSD		State	
<b>Chronic Absenteeism (K-8 only)</b>	<b>32.3%</b>	% chronically absent	<b>Very High</b>	24.7% chronically absent	<b>Very High</b>	30% chronically absent
<b>Suspension</b>	<b>0.3%</b>	% suspended at least one day	<b>Medium</b>	2.7% suspended at least one day	<b>Medium</b>	3.1% suspended at least one day
<b>English Language Arts</b>	<b>44.5%</b>	pts below standard	<b>Medium</b>	2.2 pts below standard	<b>Low</b>	12.2 pts below standard
<b>Mathematics</b>	<b>59.4%</b>	pts below standard	<b>Low</b>	32.4 pts below standard	<b>Low</b>	51.7 pts below standard
<b>Graduation Rate (HS only)</b>	<b>N/A</b>	% graduated	<b>High</b>	92% graduated	<b>Medium</b>	87.4% graduated
<b>English Learner Progress</b>	<b>42.8%</b>	% making progress toward proficiency	<b>Medium</b>	53.2% making progress toward proficiency	<b>Medium</b>	50.3% making progress toward proficiency

- CA Dashboard summary is one of the many data available for us to use to share with staff and parents to better understand how our students are performing and have the ability to use different data points such as state wide, district, school, and class. It allows us to have a better picture of our students' learning journey.

# Attendance Daily Average 2022-2023

Student Group	As of Oct 23, 2022	As of Nov 23, 2022	As of Dec 16, 2022	As of Jan 23, 2023	As of Feb 23, 2023
Asian	96.15%	95.00%	86.67%	96.04%	93.10%
Filipino	88.98%	90.00%	92.55%	90.99%	91.01%
Native Hawaiian/Pacific Islander	94.23%	82.50%	96.67%	80.77%	95.24%
Hispanic/Latinx	92.46%	90.17%	88.06%	88.25%	93.46%
African American/Black	94.78%	92.86%	91.43%	91.21%	90.62%
White	85.90%	90.00%	66.89%	79.75%	89.58%
English Learners	92.39%	89.96%	88.45%	88.44%	93.51%
Students w/Disabilities	93.27%	90.75%	88.50%	89.04%	94.50%
<b>All Students (total)</b>	<b>92.42%</b>	<b>89.64%</b>	<b>87.97%</b>	<b>88.56%</b>	<b>93.26%</b>

# ELPAC Summative Result 2018-2022



- Designated ELD time allows teachers to provide targeted EL instruction tailored to the student group's overall performance level. Focused on being able to develop English language skills.
- EL TOSA support with school's ELPAC Initial and Summative assessments, professional development, and support with school's ELD program.

## Student Support

### 3 RTI Meetings:

- Provides time and space to meet with individual teachers to monitor progress of students.
- Enables specialists (school psychologist, speech pathologist, SPED teacher, counselors, reading specialists, and EL support) to share possible strategies that can be implemented in class.
- Identify student need and as a team create an action plan to provide support; academic, behavioral, health, family assistance, etc,....

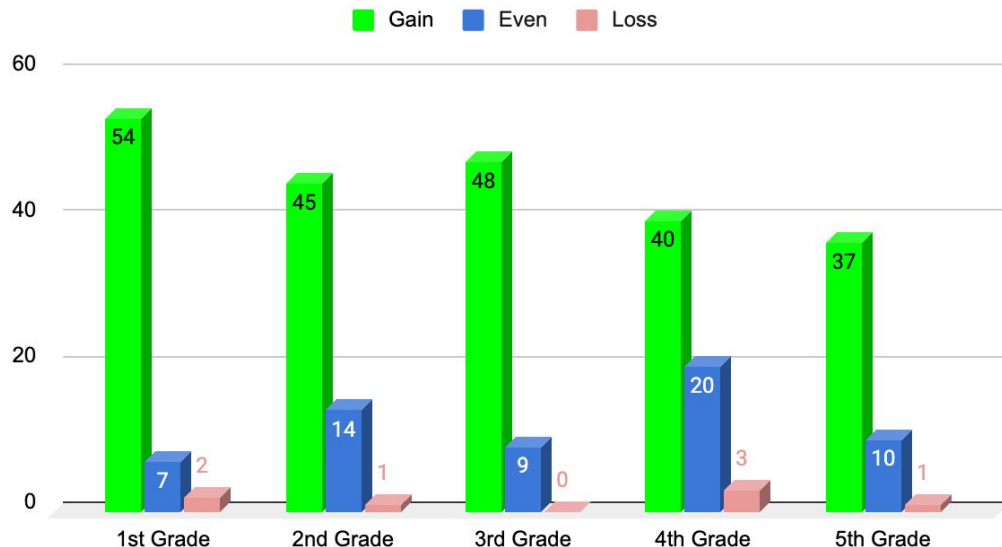
### Reading Support:

- Reading specialists will be able to meet with students in small groups to provide reading support.
- Support staff with reading assessments

<b>Current # of students in Reading Support:</b>	Total: 61																	
<b>Grade Level Breakdown</b>	<table border="1"> <thead> <tr> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>12</td> <td>9</td> <td>13</td> <td>3</td> </tr> </tbody> </table>						K	1	2	3	4	5	12	12	12	9	13	3
K	1	2	3	4	5													
12	12	12	9	13	3													
<b>Total # of students in year #2 of Reading Support</b>	22 students																	
<b>Grade level breakdown of students in 2nd year of reading support.</b>	<table border="1"> <thead> <tr> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>5</td> <td>6</td> <td>9</td> <td>2</td> </tr> </tbody> </table>						K	1	2	3	4	5			5	6	9	2
K	1	2	3	4	5													
		5	6	9	2													
<b>How many students have improved 1 or more levels from Literably (1st trimester to 2nd trimester)</b>	38 out of 49																	
<b>Grade level breakdown of students who improved 1 or more levels in Literably.</b>	<table border="1"> <thead> <tr> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td></td> <td>5</td> <td>20</td> <td>16</td> <td>11</td> <td>3</td> </tr> </tbody> </table>						K	1	2	3	4	5		5	20	16	11	3
K	1	2	3	4	5													
	5	20	16	11	3													

**Reading Support Caseload as of February 2023**

## Literably 1st and 2nd Window Comparison: 22-23



	Gain	Even	Loss
1st Grade	54	7	2
2nd Grade	45	14	1
3rd Grade	48	9	0
4th Grade	40	20	3
5th Grade	37	10	1
<b>Total</b>	<b>224</b>	<b>60</b>	<b>7</b>

### Small Guided Reading and Teacher Support

- K-3 small guided reading time in class with support
- Allows student to develop reading skills by providing appropriate text that they can access and use to increase understanding and control with their reading.
- Teacher Support allows teachers to gain opportunity to meet as a team during school time once a week. Time to analyze data to help team monitor student progress and engage in the instruction inquiry cycle.
- Teacher Support helps to limit class interruption when there is vacancy in a class when school is unable to secure substitute.

## 1st and 2nd Trimester: Math Academic Center

	Gain	Even	Loss
<b>2nd Grade</b>	5	1	1
<b>3rd Grade</b>	5	4	1
<b>4th Grade</b>	5	0	3
<b>5th Grade</b>	4	1	1

### Academic Center Math:

- 32-33 students Grades 1-5
- 2 days a week, 2:45 - 3:15
- STAR Math as metric
- Each grade level identified bandwidth of students to receive extra Math time

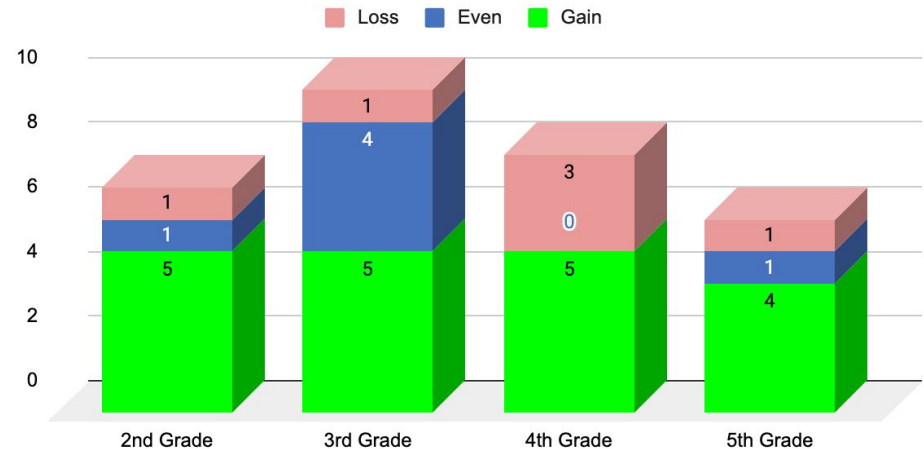
### Counseling Support:

- Star Vista 5 days a week support
- YSB Counseling, 2 days a week support
- Total of 30 students receiving YSB/STAR Vista support

### Additional Classroom Support:

- BCBA Support with Ms. Nguyen

### Gain, Even and Loss



1st Trimester and 2nd Trimester: Academic Center Math

## KINDERGARTEN: BAY AREA DISCOVERY MUSEUM IN SAUSALITO



# 1st Grade to California Academy of Sciences The Aquarium



# 2nd Grade to SF Exploratorium





# 3rd Grade Field Trip

## California Academy of Sciences

# 4th Grade Field Trip

California Academy of Sciences



**5th Grade  
Exploratorium  
SF**





# Martin Meteors

