

# The School Plan for Student Achievement

**School:** Martin Elementary School  
**CDS Code:** 41690706045090  
**District:** South San Francisco Unified School District  
**Principal:** Mr. Jonathan Covacha  
**Revision Date:** January 18, 2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on 5.9.2019.**

## **School Vision and Mission**

### **Martin Elementary School's Vision and Mission Statements**

School Mission:

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

School Vision:

To be able to provide relevant learning Experiences through Exploring the possibilities of being able learning through collaboration with peers. Our students will not only Excel in academics but also will be given opportunities to learn how to become a responsible community member by being able to Embrace the diversity that is around them.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Martin Elementary will be participating in the district's survey through Panorama that will provide the parents the opportunity to complete the survey for both the school site and the district. The survey will have six different topics; School Belonging, Grit, School Climate, School Engagement, and School Safety. This survey will be made available to the parents, students, and staff members. Martin Elementary will also have two site based survey that will be completed by December 2018 and May 2019. The purpose of these two site surveys is to allow the staff to reflect on site based programs as well as progress of the year.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations will be conducted through out the year by the site administrator. On top of the scheduled formal evaluations that includes classroom observations for teachers, informal walkthroughs will be completed. School admin will dedicate school time during the week to visit classrooms to observe student engagement and instruction with the intent to be able to use captured information to support teachers in their instructional practice.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

#### **1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)**

The results of state and district assessments are analyzed and subsequently used to adjust instruction to increase student achievement. The SBAC (Smarter Balanced Assessment Consortium) state test results for reading and math in grades 3-5, Fountas and Pinnell reading scores, district assessments, as well as informal assessments are used to determine which students are "at promise." If deemed "at promise" through an MTSS, (Multi-Tiered System of Support)/ RTI (Response to Intervention) progress monitoring, students are then provided additional support through differentiated instruction, specific classroom interventions targeting their areas of need and before and after-school tutoring as available. The staff use Infinite Campus which allows them to have easy access to pertinent and valuable student data. Student information and assessment data provides important information when conducting Student Success Team and Response to Intervention progress monitoring meetings that are scheduled throughout the school year. The data allows the team to understand the performance levels of the student. Analyzing the data, along with discussion of pertinent information regarding the social-emotional elements of the student, allows the team to make accurate decisions regarding any necessary interventions.

#### **2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)**

Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.

On a regular basis, teachers at Martin use curriculum-embedded assessment data in a cycle of inquiry, to examine and analyze student learning, the effectiveness of individual teaching practices and how this data can inform future instruction. The information gathered and reflected upon is used to decide which areas individual teachers, grade level teams and the whole staff would like to improve upon or acquire more knowledge through professional development and work with the district coaches. Meetings between the principal and individual teachers and/or a TOSA and individual teachers, grade level team meetings with the principal and whole staff discussions help to influence the direction of our staff professional development.

### **Staffing and Professional Development**

#### **3. Status of meeting requirements for highly qualified staff (ESEA)**

All staff are designated as "highly qualified." New teachers are in the BTSA (Beginning Teacher Support and Assessment) program to clear their credentials.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers at Martin School are experienced in meeting the needs of low performing students. Martin School is a Title 1 (school wide) school with heterogeneously grouped classrooms, which give all teachers the opportunity to work with students who are designated “at promise.” State and local assessment data are analyzed in a professional learning communities, and used frequently to modify and inform classroom instruction and improve student achievement. Martin’s teachers regularly collaborate to share ideas, teaching practices and strategies.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned with the California Common Core State Standards, as well as the Instructional Shifts related to Common Core implementation. 21st Century Learning Skills otherwise known as The Four C's - Communication, Critical Thinking Skills, Creativity/Innovation, and Collaboration has also been highlighted in staff development in preparation for Common Core implementation. Staff Development will also focus on the new ELD (English Language Development) standards. Staff development is aligned with the SBAC (Smarter Balanced Assessment Consortium), ELPAC (English Language Proficiency Assessments for California) and the district assessment scores as well as reflected by the staff professional needs as determined by walk through and conversations with the staff in terms of student needs. Martin staff will continue to focus on and have professional development in the area of refining direct instruction strategies with a particular emphasis on improving student learning in English Language Arts. Teachers are providing targeted instruction in a small group setting to meet the learning needs of all students and to provide classroom interventions to support students performing below grade level.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The staff will receive instructional assistance and support from the principal with staff development. Martin School will also tap into resources to provide ongoing assistance and support for teachers. BTSA (Beginning Teacher Support and Assessment) is provided for new teachers. Teachers continue to refine and reflect upon the implementation of direct instruction strategies to more effectively teach all subject areas, and to how to successfully implement these strategies so we will see an increase in student engagement and increased student understanding. In grade-level teams and as a whole staff, data from common assessments and student work samples will be examined and used to inform future instruction. Strategies, practices and lessons will be shared and modeled for teachers with the goal of increasing student learning. In addition, staff will be invited to observe instruction in the classrooms of our teacher leaders. Teachers will also be assisted with California Common Core State Standards implementation through the assistance of the principal, and district professional development.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are provided with different types of collaboration; staff meetings which is a combination of housekeeping matters along with professional development opportunities, early release Wednesday collaboration which is a designated time for grade level teams to meet, Data Tuesdays which is a designated time for the whole team to meet together and work in small teams with data, and monthly Breakout Sessions that is about 45 minutes long with a specific topic that is either requested by staff or through staff survey; topics range from technology support, curriculum support, etc.,. Collaboration time will also be used to study and learn the ELD (English Language Development) standards. Assessments are reviewed and lessons are planned to target key essential learning standards as determined by the ELA (English Language Arts) instructional shifts and the 8 Mathematical Practices. Teachers discuss research based strategies as to how to refine lessons. Student needs are discussed and interventions are put in place to support the students.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The focus of Martin Elementary School is to provide our students with high quality standards-based instruction. In compliance with EPC #1, our staff uses district-adopted core curriculum materials. Then the teachers embed the California Common Core instructional shifts into their practice to deliver instruction. CEAs (Curriculum Embedded Assessments) as they are being updated are used to determine student progress as well as determine interventions for students who have not mastered the standards. Professional development time will be provided for planning of the alignment of the curriculum, instruction, and materials to these new standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Every teacher at Martin adheres to the required instructional minutes in all subject areas, especially the 200 minutes every ten school day requirement by Ed. Code 51210(a)(7) and 51210(a)(7) for PE. Teachers at Martin have also identified the 150 minutes per week required for ELD instructional time.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

State suggested guidelines for instructional minutes in Language Arts, Math and ELD (English Language Development) are followed. Martin teachers regularly review curriculum to evaluate the alignment to key standards and discuss the pacing of when each standard is taught, so all essential standards are covered thoroughly before state testing. Pacing guides and curriculum calendars are used when provided. During teacher planning days and staff meetings, grade level teams and individual teachers use data to reflect on student learning, identifying teaching strengths and areas of needs, along with discussions of best practice strategies to address the areas of need. Grade level teams implement common curriculum embedded assessments for language arts and math. Report cards are in transition to be aligned with the Common Core and are a useful tool for assessing whether the standards are being met. Parents are provided with grade level standards at the beginning of the school year.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The district and/or school have purchased textbooks and supplementary standards based materials in math, reading, science and social studies which are available at a 1:1 ratio to all students in grades Kindergarten through fifth. Standards-based Spanish reading materials have also been purchased for our EL students in the core areas of Science and Social Studies. The effectiveness of curricular materials is discussed among the whole staff at faculty meetings and in small groups during grade-level team planning. In addition, the District ELD (English Language Development) committee to monitor the effectiveness of the Treasures ELD curriculum as well as new ELD materials. Minutes from teacher collaboration meetings are recorded and reviewed by both the principal and district office staff. Teachers' concerns are acknowledged and addressed both by the principal and by the Educational Services Department. Credentialed CLAD teachers provide English Language Development instruction for all EL students. All newly purchased ELD materials from "Wonders" and English 3D for 5th graders as well as new materials are aligned with the English-Language Arts and English Language Development standards. This school year, we are implementing "Wonders" and embedding Common Core strategies within the curriculum. In addition, smoking prevention curriculum materials used with fourth grade and gang awareness training curriculum (GREAT) for fifth grade are also in alignment with the standards.

The Migrant Education Program (Title I, part C) is a federal categorical program that seeks to ameliorate a number of academic, social and developmental barriers that the children of migratory workers face. These students are at a particular academic disadvantage due to their parents migratory work lifestyle which causes periodic school year interruptions. These students are also susceptible to a host of medical physical problems as well as mental maladies such as depression and anxiety disorders. In coordination with the Region I Migrant Program the South San Francisco Unified School district implements a two pronged intervention model to provide services to these students; a liaison-based case-management services and kinder readiness, tutoring or credit accrual regular year and summer school interventions. Currently there are 14 migrant students at this site, and 5 are scoring in either the ELA or Math section of their SBAC at a Standards Nearly Met and Not Met. At Martin School Elementary all migrant students are regularly canvassed by the district's migrant liaison. The liaison link and advocate for migrant students and their families to help them gain access to school, community, regional, state or federal services to which they are entitled and which help alleviate any barriers to academic success that these students may be facing. Additionally, the liaison will assure that migrant students are already being serviced (as long as they qualify) by any district, site, categorical (Title I and III) or granted programs that exist to provide intervention service to identified students. Whenever tutoring or academic interventions are not found or are insufficient in duration or content emphasis migrant moneys will be utilized to format these programs. Tutoring will be conducted whenever possible by the students own teacher and the groups will be maintained at no more than 5 students. Certificated tutors will make use of state and district adopted curriculum to carry out the program. A pre and post assessment (may include curriculum embedded assessments) will be carried out to provide for the evaluation of tutoring services at the end of the specified period. Parents will be informed of the availability of such programs and well as be engaged to maintain student attendance.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

N/A

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The principal collaborates with grade level teams or individual teachers throughout the school year to closely monitor student progress and to discuss steps being taken to increase learning for our under-performing students. Martin School is implementing an a MTSS (Multi-Tiered System of Support), RTI (Response to intervention). The RTI team consisting of the principal, each general education teacher, and support teachers. The RTI team meets twice a year to ensure that all students are discussed as well as ensuring that the strategic level (Tier II) interventions are implemented as well as monitored with an ILP (Individual Learning Plan) prior to a Student Success Team (SST) meeting. Progress monitoring is conducted through the district curriculum embedded assessments. During student success team meetings, staff members collaborate and discuss the student's progress with the strategic level interventions that have been documented on the ILP. Further plans of support are made for students performing below grade level. In addition to regular classroom instruction, there are additional services available to help meet the needs of our students learning English and our underperforming students. Two bilingual instructional aides assist in making the core curriculum accessible to our English Language Learners and a reading support teacher (one teacher 3 days a week) help students in grades K-5 reach grade level standards in reading. Before and after-school intervention will target math and language arts in grades K-5. When needed, assessments are administered to determine if students qualify for special education services, i.e. Speech and Language and Resource Specialist. These programs establish individualized education plans and goals for each student. A Pre-Kindergarten program is also provided in the summer for our incoming Kindergarten students.

14. Research-based educational practices to raise student achievement

Research-based education practices to raise student achievement at Martin School includes but is not limited to the following, which are also district initiatives/Educational Services Priorities: EDI - Explicit Direct Instruction (district initiative) Check for Understanding questions - student engagement strategies - turn and talk, echo/choral, equity sticks, whiteboards, and no opt out. (district initiative) Sentence frames/stems visuals and gestures universal access/small group work guided reading. Teachers have also been working on strategies related to the Common Core: close reads, nonfiction texts, writers' workshop, text based answers, Depth of Knowledge Questions, math journals, number talks, using the 4C's - communication, collaboration, critical thinking, creativity, project based learning, STEAM. Teachers also participate in collaboration based on the four Dufour PLC (Professional Learning Community) Questions: 1. What do you want our students to learn? 2. How will we know when our students have learned it? 3. How will we respond if our students have not learned it? 4. How will we respond if our students have already learned it?

#### Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources which are available to assist students and their parents include: Community Learning Center, South San Francisco Public Library, Boys and Girls Club, SSF Partnership Pre-School, SSF Police and Fire Departments' Instructional Programs, YSB (Youth Service Bureau) and Star Vista, Beacon Family workshops, GENE Academy tutoring, PTA School Smarts Family Involvement workshops PTA, and the Proposition 49 REAL After-School Program. Family members are encouraged to become school and classroom volunteers. Family members are invited into the classrooms at 8:15 am each morning to read with the students. In addition, family literacy and math nights are provided during the year. One of the main focuses of Martin School this year is to increase family involvement in the school community. Last year our PTA increased its membership and we will continue to support and build an active PTA this year. Our school has the PTA School Smarts Parent Academy in an effort to empower parents to become more involved with our school. We are hosting the School Smarts Parent Academy by providing our facility for night meetings again this year.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

#### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

At Martin, funds are used in various ways to enable under performing students to meet grade level standards. Classroom libraries of independent reading books have been purchased so each student is able to take home books to read each night that are at the appropriate reading level for that student. Title I funds have also been used to create a computer lab for all students. Students use a web-based program called Study Island and Khan Academy for standards-based instruction and practice applying the standards. Students also use practice research and word processing skills in the computer lab. Other funds has been used for parent outreach/education, which benefits students. Martin School has the Latino Literacy Program (Family Stories) to support our families in using quality reading practices at home with their children to support their English Language reading skills. Our Family Resource Center has many books, games, activities and other resources available to all families. Our reading support teacher provides our English Language Learner students reading below grade level with additional opportunities to help them become proficient readers. The funds are also used to provide professional development for Martin teachers, which directly benefit our "at promise" students.

18. Fiscal support (EPC)

Professional Development - Professional Development will support student proficiency on local, state, and/or national level assessments.

At Martin, funds are used in various ways to enable "at promise" students to meet grade level standards. Classroom libraries of independent reading books have been purchased so each student is able to take home books to read each night that are at the appropriate reading level for that student. Title I funds have also been used to create a large computer lab for all students.

Students use a web-based program called Study Island as well as Khan Academy for standards-based instruction and practice applying the standards. Students also use practice research and word processing skills in the computer lab. Other categorical money has been used for parent outreach/education, which benefits students. Martin School has the Latino Literacy Program (Family Stories) to support our families in using quality reading practices at home with their children to support their English Language reading skills. Our Family Resource Center has many books, games, activities and other resources available to all families. Our reading support teacher provides our English Language Learner students reading below grade level with additional opportunities to help them become proficient readers. Funds are also used to provide professional development for Martin teachers, which directly benefit our "at promise" students.

### **Description of Barriers and Related School Goals**

Some of the identified barriers stems from data gathered from both school wide and state wide assessments. School wide assessment such as Fountas and Pinnell shows that data from May 2018, shows that K-5 our students are only averaging about 35-55% range of students reading on grade level. This data shows that our students continue to need extensive support with their Reading skills. As for the SBAC result from May 2018,

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	68	70	80	68	67	77	68	67	77	100	95.7	96.3
Grade 4	63	61	62	63	60	61	63	60	61	100	98.4	98.4
Grade 5	63	61	63	60	59	61	60	59	61	95.2	96.7	96.8
All Grades	194	192	205	191	186	199	191	186	199	98.5	96.9	97.1

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2377.0	2379.4	2385.5	6	14.93	9.09	16	8.96	20.78	29	29.85	29.87	49	46.27	40.26
Grade 4	2404.8	2401.0	2400.8	0	6.67	9.84	17	13.33	11.48	29	16.67	14.75	54	63.33	63.93
Grade 5	2487.5	2479.9	2438.6	20	10.17	8.20	27	33.90	16.39	20	22.03	24.59	33	33.90	50.82
All Grades	N/A	N/A	N/A	8	10.75	9.05	20	18.28	16.58	26	23.12	23.62	46	47.85	50.75

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	6	10.45	12.99	44	38.81	46.75	50	50.75	40.26	
Grade 4	3	6.67	9.84	43	43.33	37.70	54	50.00	52.46	
Grade 5	18	13.56	6.56	43	47.46	37.70	38	38.98	55.74	
All Grades	9	10.22	10.05	43	43.01	41.21	48	46.77	48.74	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	14.93	12.99	49	35.82	44.16	46	49.25	42.86
Grade 4	0	6.67	9.84	48	41.67	31.15	52	51.67	59.02
Grade 5	23	25.42	18.03	47	47.46	32.79	30	27.12	49.18
All Grades	9	15.59	13.57	48	41.40	36.68	43	43.01	49.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	13.43	5.19	63	61.19	58.44	31	25.37	36.36
Grade 4	8	5.00	9.84	76	51.67	55.74	16	43.33	34.43
Grade 5	7	10.17	6.56	77	62.71	49.18	17	27.12	44.26
All Grades	7	9.68	7.04	72	58.60	54.77	21	31.72	38.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	11.94	9.09	49	41.79	55.84	44	46.27	35.06
Grade 4	6	8.33	6.56	49	41.67	47.54	44	50.00	45.90
Grade 5	33	15.25	6.56	43	52.54	45.90	23	32.20	47.54
All Grades	15	11.83	7.54	47	45.16	50.25	38	43.01	42.21

**Conclusions based on this data:**

1. 5th Grade ELA: Percent of student not meeting standard has increased the last three years; 53%, 55%, and 67%.
2. 5th Grade Reading: Percent of student scoring Below Standard increased the last three years; 38%, 39%, and 55% while the percent of student reading above standard decreased the past three years; 18%, 13%, and 6%.
3. Out of the 4 domains of ELA, Research and Inquiry had the lowest percent of students scoring below standard; 3rd grade: 35%, 4th grade: 45%, and 47% 5th grade for 2017-2018 SBAC.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	68	70	80	68	70	78	68	70	78	100	100	97.5
Grade 4	63	61	62	63	60	61	63	60	61	100	98.4	98.4
Grade 5	63	61	64	62	61	62	62	61	62	98.4	100	96.9
All Grades	194	192	206	193	191	201	193	191	201	99.5	99.5	97.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2416.1	2406.4	2398.3	9	11.43	8.97	31	17.14	16.67	32	40.00	35.90	28	31.43	38.46
Grade 4	2451.5	2453.1	2454.4	3	8.33	14.75	30	21.67	9.84	38	38.33	47.54	29	31.67	27.87
Grade 5	2510.9	2509.5	2489.9	24	16.39	17.74	18	29.51	12.90	31	29.51	33.87	27	24.59	35.48
All Grades	N/A	N/A	N/A	12	12.04	13.43	26	22.51	13.43	34	36.13	38.81	28	29.32	34.33

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	22	14.29	15.38	47	37.14	38.46	31	48.57	46.15	
Grade 4	14	21.67	18.03	41	36.67	36.07	44	41.67	45.90	
Grade 5	29	32.79	25.81	39	31.15	29.03	32	36.07	45.16	
All Grades	22	22.51	19.40	42	35.08	34.83	36	42.41	45.77	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	15.71	12.82	59	52.86	41.03	32	31.43	46.15
Grade 4	13	8.33	14.75	48	50.00	44.26	40	41.67	40.98
Grade 5	23	14.75	14.52	42	52.46	38.71	35	32.79	46.77
All Grades	15	13.09	13.93	50	51.83	41.29	36	35.08	44.78

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	15.71	11.54	60	50.00	41.03	21	34.29	47.44
Grade 4	13	8.33	13.11	43	53.33	37.70	44	38.33	49.18
Grade 5	21	13.11	11.29	48	65.57	53.23	31	21.31	35.48
All Grades	18	12.57	11.94	51	56.02	43.78	32	31.41	44.28

**Conclusions based on this data:**

1. For overall Math; all three years have indicated that grades 3-5 continued to have over 50% of students at Below Standards. For 2017-2018; 3rd grade: 74%, 4th Grade 75%, and 5th Grade 69% of students who scored Below Standard.
2. Following the group of 5th grade class who scored Below Standard; 3rd grade: 60%, 4th grade: 70%, and 5th grade 69%. From 4th to 5th grade, group of students continued to have 69-70% of their peers score below standard on SBAC.
3. Out of the three claims for Math, students at martin grades 3-5 seem to demonstrate the greatest need to improve on Concepts and Procedures, overall the three grade level had 45.77% of students scoring below standards.

## School and Student Performance Data

### Student Population

This section provides information about the school's student population.

2017-18 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>419</b>	<b>81.9%</b>	<b>64.4%</b>	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	270	64.4%
Socioeconomically Disadvantaged	343	81.9%
Students with Disabilities	38	9.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.7%
American Indian	4	1.0%
Asian	8	1.9%
Filipino	16	3.8%
Hispanic	357	85.2%
Two or More Races	14	3.3%
Pacific Islander	9	2.1%
White	4	1.0%






Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="212 407 456 436"><b>English Language Arts</b></p>  <p data-bbox="293 487 373 516">Orange</p>	<p data-bbox="695 407 927 436"><b>Chronic Absenteeism</b></p>  <p data-bbox="776 487 855 516">Orange</p>	<p data-bbox="1198 407 1382 436"><b>Suspension Rate</b></p>  <p data-bbox="1247 487 1326 516">Orange</p>
<p data-bbox="261 604 407 634"><b>Mathematics</b></p>  <p data-bbox="293 690 373 720">Orange</p>		
<p data-bbox="201 802 467 831"><b>English Learner Progress</b></p>  <p data-bbox="212 890 456 919">No Performance Color</p>		

#### Conclusions based on this data:

- 1.

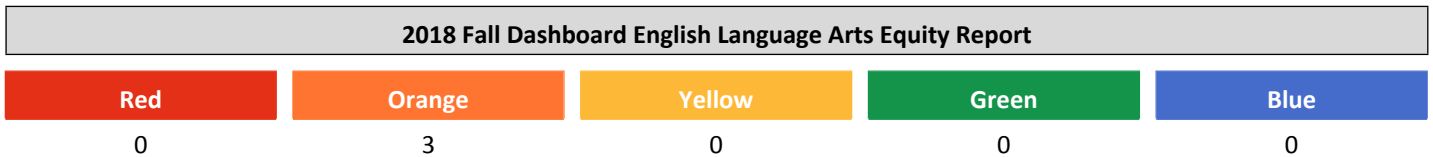
## School and Student Performance Data

### Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 59.4 points below standard Declined -12.3 points 196 students	 Orange 64.9 points below standard Declined -15.8 points 151 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Orange 65.4 points below standard Declined -11.1 points 166 students	 No Performance Color 98.6 points below standard Declined -10.8 points 34 students

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Orange 64.4 points below standard Declined -12.1 points 174 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
96.5 points below standard Declined -3.8 points 99 students	4.9 points below standard Declined -16.7 points 52 students	43.1 points below standard Declined -5.3 points 44 students

**Conclusions based on this data:**

- 1.

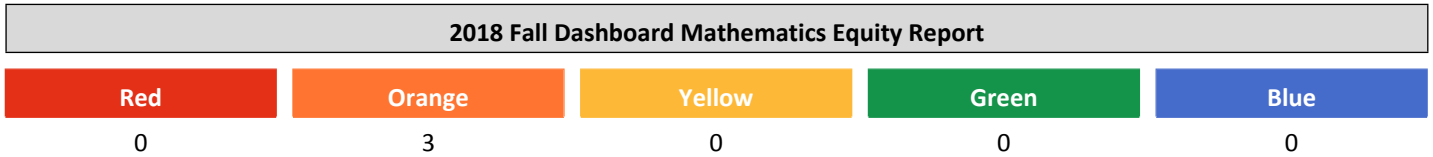
## School and Student Performance Data

### Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>35 points below standard</p> <p>Declined -11.2 points</p> <p>196 students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>38.3 points below standard</p> <p>Declined -13.9 points</p> <p>151 students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>39.8 points below standard</p> <p>Declined -12.5 points</p> <p>166 students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>74.3 points below standard</p> <p>Declined -17.9 points</p> <p>34 students</p>

**2018 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 39.5 points below standard Declined -12.1 points 174 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
68 points below standard Declined -9.9 points 99 students	18.3 points above standard Declined -4.6 points 52 students	26.5 points below standard Declined -5.4 points 44 students

**Conclusions based on this data:**

- 1.

## School and Student Performance Data

### Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
237	26.6%	41.8%	24.1%	7.6%

#### Conclusions based on this data:

1.

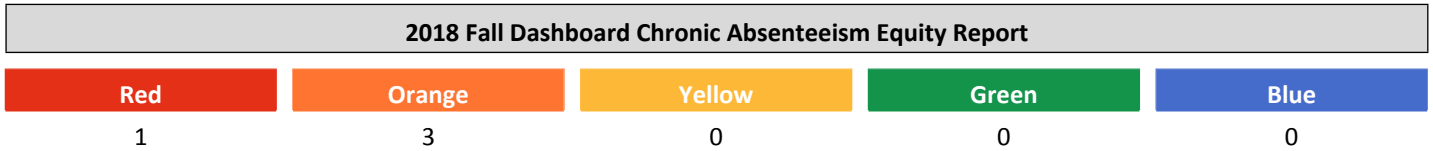
## School and Student Performance Data

### Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>12.4% chronically absent</p> <p>Increased 1.7%</p> <p>428 students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>12.5% chronically absent</p> <p>Increased 4.6%</p> <p>272 students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>13.2% chronically absent</p> <p>Increased 2.2%</p> <p>370 students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>12.5% chronically absent</p> <p>Increased 8.7%</p> <p>56 students</p>

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 13.3% chronically absent Declined 8.1% 15 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12.4% chronically absent Increased 1.9% 364 students	 No Performance Color 6.3% chronically absent 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students

**Conclusions based on this data:**

- 1.

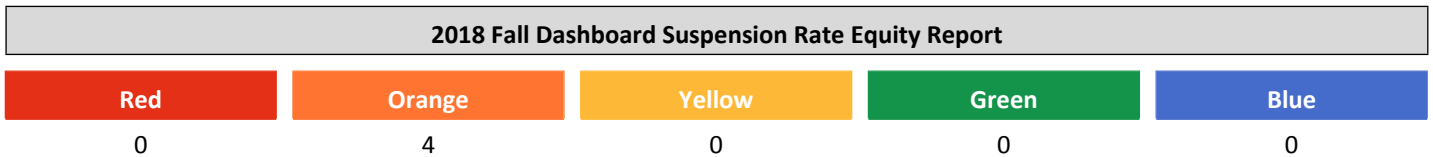
## School and Student Performance Data

### Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 1.6% suspended at least once Increased 1.4% 439 students	<p><b>English Learners</b></p>  Orange 1.8% suspended at least once Increased 1.8% 277 students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 1.9% suspended at least once Increased 1.6% 376 students	<p><b>Students with Disabilities</b></p>  Orange 1.8% suspended at least once Increased 1.8% 56 students

**2018 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color Less than 11 Students - Data 10 students	 No Performance Color 0% suspended at least once Maintained 0% 16 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.3% suspended at least once Increased 1.1% 371 students	 No Performance Color 0% suspended at least once 16 students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color Less than 11 Students - Data 5 students

This section provides a view of the percentage of students who were suspended.

**2018 Fall Dashboard Suspension Rate by Year**

2016	2017	2018
0.2% suspended at least once	0.2% suspended at least once	1.6% suspended at least once

**Conclusions based on this data:**

- 1.

## Planned Improvements in Student Performance

### School Goal #1

<b>SUBJECT: ELA</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goals: Raise Academic Achievement, Provide Professional Development, and Parent/Community Engagement Opportunities  All students will demonstrate proficiency (meeting standards) on the statewide assessment SBAC, including assessments provided district and school wide for ELA.
<b>SCHOOL GOAL #1:</b>
GOAL: INSTRUCTIONAL PROGRAM: READING/LANGUAGE ARTS (INCLUDING INTERVENTIONS)  Goal Statement:  * In the SBAC 2018 of May, there were 74% students in grades 3-5 who scored Standards Nearly Met and Standards Not Met for ELA.  * In the first round of Fountas and Pinnell assessment, there were 67% of students in grades 1-5 who scored below their grade level according to F&P Progress Monitoring chart.  By May of 2019, the percentage of students in grades 3-5 who scored in the "Standards Not Met" and "Standards Nearly Met" range as measured on the SBAC (Smarter Balanced Assessment Consortium) Test will decrease by increments of 5% in the next three years. By May of 2019, the percentage of students in grades 1-5 who scored below grade level by three or more levels will decrease by increments of 5% in the next three years as measured by the Fountas and Pinnell scores that are administered three times a year.
<b>Data Used to Form this Goal:</b>
The data used to form this goal was formal and informal assessments as well as the Fountas and Pinnell Reading scores that are conducted three times a year. Data from the SBAC (Smarter Balanced Assessment Consortium) scores was also used to determine goals for growth.
<b>Findings from the Analysis of this Data:</b>
Current data, from the first round of progress monitoring shows that school wide in grades 1-5 approximately (334 students), 33% of students scored met or exceeding expectations on their Fountas and Pinnell reading scores which are examined and monitored three times a year. 67% of students scored below Target Instruction Reading Level.  The SBAC (Smarter Balanced Assessment Consortium) test 2018 showed that 53.5% of students in grades 3 - 5 earned a "Standards Not Met" score and 20.2% of students in grades 3 -5 earned a "Standards Nearly Met."

**How the School will Evaluate the Progress of this Goal:**

The following is the process used to monitor and evaluate the data: RTI (Response to Intervention)/MTSS (Multi-Tiered Systems of Support) progress monitoring meetings which occur three times a year; Collaboration meetings, SST meetings, IEP meetings, as well as collaboration with special education staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION:GOAL 1, ACTION 1, READING PROGRAM</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>1. Purchase supplemental materials, supplies and reading resources to support the core curriculum in language arts. These materials include but are not limited to the 100 Book Challenge and Accelerated Reader. 2. Purchase of technology to support reading instruction for students 3. At risk interventions will be aligned to the content standards and/or Common Core State Standards. 4. Utilization of Readers Workshop and Writers Workshop in class.</p> <p>Measures:</p> <p>CAASPP scores, CEA scores, observations, report card grades, RTI progress monitoring, Fountas and Pinnell scores, and walkthroughs information.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>1. Principal 2. Staff 3. Teacher</p>	Title I - Readers Workshop and Writers Workshop curriculum to supplement ELA curriculum	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	500.00
			Title I -To provide professional development time to learn about the items listed in the action	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	7,000.00
			Title I-To purchase supplemental materials to align and support the core.	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	1,500.00
			Title I -Classroom books purchase for Readers Workshop program	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	350.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION:GOAL 1, ACTION 2, IMPROVEMENT OF STRATEGIES</p> <p>Means of Achievement: Improvement of instructional strategies and materials</p> <p>Task:</p> <p>1. District coaching and support for adopted ELA/ELD curriculum and direct instruction strategies 2. All Language Arts materials will be aligned with the Common Core State Standards.</p> <p>Measures:</p> <p>Observations, feedback/notes from collaboration meetings and staff meetings, students attending library and checking out books, students using computer lab (Study Island for example) PLC notes</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Teachers &amp; Principal</p>	<p>To support professional development of Common Core/reading/writing/math</p> <p>Site Discretionary 70 - supplies to support classroom instruction</p> <p>EL Support 123 -To support professional development/resources for Common Core Implementation: writing, ELA, Math</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Site Discretionary</p> <p>El Support</p>	<p>2,910.00</p> <p>610.00</p> <p>1,000.00</p>
<p>ACTION:GOAL 1, ACTION 3, EXTENDED LEARNING TIME</p> <p>Means of Achievement: Extended learning time</p> <p>Task:</p> <p>Select and purchase supplemental materials as needed for Tier 2 support on the Martin MTSS (Multi-Tiered System of Supports)/RTI (Response to Intervention) . Provide extended learning time in each grade and implement Tier 2 support.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal &amp; teachers &amp; aide</p>	<p>Purchase Materials - Weekly Studies</p> <p>To pay for after school intervention time as well as intervention materials for math and ELA LCAP 180</p> <p>Purchase Materials - Study Island LCAP 180</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p>	<p>2,500.00</p> <p>11,000.00</p> <p>3,300.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers will provide after school tutoring and support with an academic center for at least two times a week for an hour a day. Study Island, Weekly Studies, and Accelerated Reader will be part of the differentiation for students.</p> <p>Measures:</p> <p>1. Reading Specialist will present quarterly updates with student progress receiving reading support.</p> <p>2. EL coach will present quarterly updates with student progress receiving EL support. Will share schedule/plan as far as classroom/teacher support.</p> <p>3. Completion of 3 RTI meetings with notes regarding students who may need further support from Tier 1 support.</p> <p>4. Quarterly meeting with AC team to review data and see student progress.</p>			Academic Center	1000-1999: Certificated Personnel Salaries	Local Categorical	2,788.00
<p>ACTION:GOAL 1, ACTION 4, INVOLVEMENT OF STAKEHOLDERS</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task:</p> <p>1. Purchase books for 100 Book</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal, Lit Lab teacher, Teacher Coordinator of Latino Literacy/Family Stories, and teachers</p>	<p>additional time - Veritime to set up and to do a mid year check of 100 Book Challenge</p> <p>Cover the time cards of the certificated and classified staff for Latino Literacy/Family Stories</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>500.00</p> <p>2,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Challenge</p> <p>2. Purchase materials for Family Resource Center</p> <p>3. Pay for costs of Parent Involvement Nights 4.Funds to support Latino Literacy/Family Stories</p> <p>5. Purchase books through Scholastic FACE program so students can have books to read at home with families build their home libraries.</p> <p>6. Literacy Night on October 2018.</p> <p>Measures:</p> <p>1. Fountas and Pinnell scores show students growth in each of the three times the assessment is provided school wide.</p> <p>2. Parent involvement sign in sheets</p> <p>3. Staff surveys</p> <p>4. Informal check ins with families about reading at home.</p>			Purchase of books to add/replenish 100 Book Challenge EL Support 123	4000-4999: Books And Supplies	El Support	500.00
			Family Resource Center EL Support 123	5000-5999: Services And Other Operating Expenditures	El Support	750.00
			Purchase books for FACE program for students to build their home libraries EL Support 123	4000-4999: Books And Supplies	El Support	3,000.00
<p>ACTION:GOAL 1, ACTION 5, MONITORING PROGRAM</p> <p>Task:</p> <p>Collect Fountas and Pinnell scores three times a year to monitor student growth in reading. Subs will be provided to conduct assessments and to collaborate in an RTI (Response to Intervention) Progress Monitoring meeting in regards to student progress. IEP team to meet</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Administrative assistant, principal, teachers</p>	<p>Costs for substitutes to allow teachers to meet during RTI, SST, and IEP meetings</p> <p>Costs for substitutes to allow teachers to meet during RTI, SST, and IEP meetings</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>LCAP At-Risk Student Support</p>	<p>2,000.00</p> <p>4,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>to review students educational plan for annual/triennials as well as for IEP meetings to review services and accommodations.</p> <p>Measures:</p> <ol style="list-style-type: none"> <li>1. Completion of 3 RTI meetings for every trimester of the school year.</li> <li>2. Action plan from RTI meetings created and followed by appropriate staff members.</li> <li>3. Meeting notes from IEP meetings.</li> </ol>						
<p>ACTION:GOAL 1, ACTION 6, TIER II READING INTERVENTION</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>Part time reading teacher/Lit Lab teacher to provide small group targeted instruction to support students with reading skills and strategies using the Fountas and Pinnell intervention kit.</p> <p>Measures:</p> <ol style="list-style-type: none"> <li>1. F&amp;P assessment completed once per trimester period (Grades 1-5) with Kindergarten completed for the 2nd and 3rd round.</li> </ol>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Lit Lab teacher, Principal, RTI Progress Monitoring Team.</p>	<p>Update library media to support AR, 100 book challenge, and school support system. Instructional Media 451</p> <p>Professional Development opportunities for staff members (attendance of two staff members to title III conference). EL Support 123</p> <p>Part time certificated position to support Small guided Reading through push in support. Spring 2019 EL Support 123</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Instructional Media</p> <p>El Support</p> <p>El Support</p>	<p>386.00</p> <p>2,500.00</p> <p>9,124.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. Reading Specialist will review data gathered from F&amp;P and reassess group for reading support.</p> <p>3. Classroom teachers will support students by using data gathered from F&amp;P assessment.</p> <p>4. Grades K-3 will continue to support small guided reading in class according to their progress gathered from F&amp;P assessment.</p>			Purchase of Okapi Small Guided Reading Program for K-3.	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	50,000.00
			Training for K-3 teachers for Small Guided Reading (13 teachers)	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1,500.00
			Time Card for classified staff to arrange Guided Reading books	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1,500.00

## Planned Improvements in Student Performance

### School Goal #2

<b>SUBJECT: ELD</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goals: Raise Academic Achievement, Provide Professional Development, and Parent/Community Engagement Opportunities
All students will reach high standards, at a minimum attaining proficiency or better (moderately to well developed) in ELD by showing growth towards proficiency on the ELPAC and an increase in the number of ELs being reclassified at least one performance band each year on the English Language Proficiency Assessments for California (ELPAC).
<b>SCHOOL GOAL #2:</b>
GOAL: INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ENGLISH LANGUAGE LEARNERS
* In the SBAC 2018 of May, there were 74% students in grades 3-5 who scored Standards Nearly Met and Standards Not Met for ELA.
* In May 2018 SBAC Math results; 74% of 3rd-5th graders were at Standard Nearly Met and Standards Not Met.
* In the first round of Fountas and Pinnell assessment, there were 67% of students in grades 1-5 who scored below their grade level according to F&P Progress Monitoring chart.
By May of 2018, the percentage of students in grades 3-5 who scored in the "Standards Not Met" and "Standards Nearly Met" range as measured on the SBAC (Smarter Balanced Assessment Consortium) Test will decrease by increments of 5% the next three years. By May of 2018, the percentage of students in grades 1-5 who scored below grade level by three or more levels will decrease by increments of 5% the next three years as measured by the Fountas and Pinnell scores that are administered three times a year.
The Migrant Education Program (Title I, part C) is a federal categorical program that seeks to ameliorate a number of academic, social and developmental barriers that the children of migratory workers face. These students are at a particular academic disadvantage due to their parents migratory work lifestyle which causes periodic school year interruptions. These students are also susceptible to a host of medical physical problems as well as mental maladies such as depression and anxiety disorders. In coordination with the Region I Migrant Program the South San Francisco Unified School district implements a two pronged intervention model to provide services to these students; a liaison-based case-management services and kinder readiness, tutoring or credit accrual regular year and summer school interventions.
At Martin School Elementary, all migrant students are regularly canvassed by the district's migrant liaison. The liaison link and advocate for migrant students and their families to help them gain access to school, community, regional, state or federal services to which they are entitled and which help alleviate any barriers to academic success that these students may be facing. Additionally, the liaison will assure that migrant students are already being serviced (as long as they qualify) by any district, site, categorical (Title I and III) or granted programs that exist to provide intervention service to identified students. Whenever tutoring or academic interventions are not found or are insufficient in duration or content emphasis migrant moneys will be utilized to format these programs. Tutoring will be conducted whenever possible by the students own teacher and the groups will be maintained at no more than 5 students. Certificated tutors will make use of state and district adopted curriculum to carry out the program. A pre and post assessment (may include curriculum embedded assessments) will be carried out to provide for the evaluation of tutoring services at the end of the specified period. Parents

will be informed of the availability of such programs and well as be engaged to maintain student attendance.

**Data Used to Form this Goal:**

ELPAC(English Language Proficiency Assessment for California) data results, SBAC (Smarter Balanced Assessment Consortium) test results for English Language Learners in English Language Arts, District Benchmark Assessments, Fountas and Pinnell reading inventory scores.

**Findings from the Analysis of this Data:**

The analysis of the data revealed that approximately 70% of the student population at Martin School are English Language Learners and out of the population of English Language Learners.

Current data from the 2018 SBAC results shows that in math students in grade 3-5; over 39.2% were at Standard Nearly Met and over 34.6% were at Standard not met.

Current data, from the first round of progress monitoring shows that school wide in grades 1-5 approximately (334 students), 33% of students scored met or exceeding expectations on their Fountas and Pinnell reading scores which are examined and monitored three times a year. 67% of students scored below Target Instruction Reading Level.

The ELA SBAC (Smarter Balanced Assessment Consortium) test 2018 showed that 53.5% of students in grades 3 - 5 earned a "Standards Not Met" score and 20.2% of students in grades 3 -5 earned a "Standards Nearly Met."

**How the School will Evaluate the Progress of this Goal:**

RTI (Response to Intervention)/MTSS (Multi-Tiered Systems of Support) progress monitoring meetings which occur three times a year. Collaboration meetings, staff meetings, use of Data Director, IEP meetings, collaboration with special education staff.

ELPAC (English Language Proficiency Assessment for California) data will be studied to determine student progression through English Language acquisition and to determine students who may need further targeted support. ELPAC data will also be studied to determine the number of students reclassified as an indicator of the success of strategies used in the classroom to support English Language development.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ACTION:GOAL 2, ACTION 1, ALIGNMENT OF INSTRUCTION  Means of Achievement: Alignment of instruction with content standards  Task:	Start Date: 08/16/2018  Completion Date: 05/31/2019	Teachers, principal, EL Coach/TOSA	Time card and/or sub cost for PD time for staff during school time or after school hours. EL Support 123	1000-1999: Certificated Personnel Salaries	El Support	2,012.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Collaboration time to examine the new ELD standards as they relate to the California Common Core Standards and determine strategies for implementation.</p> <p>Measures:</p> <p>Teacher reports/notes from meetings, walk through observations, PLC notes, CEA data, formal and informal assessments.</p>			<p>CABE attendance for Instructional aides, teacher, and admin. EL Support 123</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>El Support</p>	<p>5,500.00</p>
<p>› ACTION:GOAL 2, ACTION 2, IMPROVEMENT OF INSTRUCTION</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task:</p> <p>The following are strategies used to support English Language Learners: EDI techniques, Check for Understanding strategies during instruction, and academic vocabulary used during instruction.</p> <p>Additional technology will be purchased to support English Language Learners so they continue to develop digital literacy skills and will be prepared to use the computers for the ELPAC (English Language Proficiency Assessments for California) as well as for overall ELPAC administration. Paraprofessionals will be provided</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal, teachers, EL coach/TOSA, and Reading Specialist.</p>	<p>Purchase tablet covers/accessories for K-1 support and also designated for EL support. EL Support 123</p>	<p>4000-4999: Books And Supplies</p>	<p>El Support</p>	<p>1,500.00</p>
			<p>Purchase computer programs to support ELs EL Support 123</p>	<p>4000-4999: Books And Supplies</p>	<p>El Support</p>	<p>500.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>with a set of seven tablets to use in small group instruction to support digital literacy as well as language acquisition.</p> <p>Measures:</p> <p>This will be measured with the following: walkthroughs, teacher feedback, PLC (Professional Learning Community)/collaboration notes as well as classroom sign up for technology.</p>						
<p>ACTION:GOAL 2, ACTION 3, IMPROVEMENT</p> <p>Means of Achievement: Extended learning time</p> <p>Task:</p> <p>Before and/or after school tutoring support will be provided.</p> <p>This will be after school tutoring support offered to students who are identified as qualifying for additional supports through the Migrant Education Program.</p> <p>Measures:</p> <p>Student attendance, ELPAC (English Language Proficiency Assessment for California) scores, Fountas and Pinnell scores, teacher observation, notes from RTI (Response to Intervention) meetings.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	Teachers, principal	<p>After School Support for English Language Learners El Support 123</p> <p>After School Support for Students qualifying through Migrant Education Program, Spring 2019. El Support 123</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>El Support</p> <p>El Support</p>	<p>1,500.00</p> <p>3,500.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION:GOAL 2, ACTION 4, INCREASED OPPORTUNITY</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task:</p> <p>Provide students and EL students with enrichment programs that will allow them to apply mathematical, scientific method, and writing/presentation skills.</p> <p>Measures:</p> <p>Students' ELPAC scores</p> <p>Number of students reclassified.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>principal, teachers, classified staff</p>	<p>Materials and supplies for 2018-2019 enrichment programs EL Support 123</p> <p>Time card for staff: Enrichment Programs (Young Audiences, Lego, and Spanish Club) EL Support 123</p>	<p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>El Support</p> <p>El Support</p>	<p>1,000.00</p> <p>3,500.00</p>
<p>ACTION:GOAL 2, ACTION 5, PROFESSIONAL DEVELOPMENT</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task:</p> <p>Use grade level collaboration time to focus on improving ELD instruction as well as the new ELD standards, and opportunities for professional development around the area of EL focus.</p> <p>Measures:</p> <p>Collaboration time notes, walk</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal, teachers, EL coach/TOSA, and Reading Specialist.</p>	<p>Provide Professional Development Time for ELD standards and priorities. EL Support 123</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>El Support</p>	<p>2,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
through observations, PLC notes						
<p><b>ACTION:GOAL 2, ACTION 6, INVOLVEMENT OF STAKEHOLDERS</b></p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task:</p> <p>Encourage parent involvement with DELAC (District English Learner Advisory Committee) meetings via the weekly newsletter, Discuss ways for families to support their children at home at PTA (Parent Teacher Association), ELAC (English Learner Advisory Committee), and SSC (School Site Council) meetings. Present ELPAC (English Language Proficiency Assessment for California) data at SSC and ELAC. Provide translation for meetings: conferences, IEPs (Individual Education Program), SST (Student Success Team), and written communication in Spanish.</p> <p>Measures:</p> <p>Parent feedback, ELPAC data, sign in sheets, agendas</p>	<p>Start Date: 08/16/2018 Completion Date: 05/31/2019</p>	Principal, certificated, and classified	<p>Child Care for Families to encourage meeting attendance</p> <p>Time card for staff to translate meetings and events for school</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>500.00</p> <p>1,024.00</p>
<p><b>ACTION:GOAL 2, ACTION 7, PARENT/GUARDIAN, COMMUNITY INVOLVEMENT</b></p> <p>Means of Achievement: Involvement of staff, parents and</p>	<p>Start Date: 08/16/2018 Completion Date: 05/31/2019</p>	Teacher, paraprofessional for translation support, Principal	Timecard for staffing for Family Latino Literacy	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>community</p> <p>Task:</p> <p>Using the Latino Literacy Project, Family Stories, to engage families of English Language Learner students in reading strategies to be used with books that are written in English and in Spanish at home. PEN - Parent Engagement Nights for parents of English Language Learners for Study Island Computer program</p> <p>Measures:</p> <p>Attendance sign in sheets, surveys.</p>			Reimburse teacher for the disposable cameras and film development (Family Latino Literacy) EL Support 123	5000-5999: Services And Other Operating Expenditures	El Support	138.00
			Teacher and ELD aide, Child Care, and time for program and preparation of materials EL Support 123	2000-2999: Classified Personnel Salaries	El Support	1,000.00
			Professional Development for Teacher and Instructional support (Latino Literacy Project) EL Support 123	5000-5999: Services And Other Operating Expenditures	El Support	2,000.00
			Purchase additional program materials for Latino Literacy/Family Stories EL Support 123	4000-4999: Books And Supplies	El Support	750.00

## Planned Improvements in Student Performance

### School Goal #4

<b>SUBJECT: MATHEMATICS</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goals: Raise Academic Achievement, Provide Professional Development, and Parent/Community Engagement Opportunities  All students will demonstrate proficiency (meeting standards) on the statewide assessment SBAC, including assessments provided district and school wide for Math.
<b>SCHOOL GOAL #4:</b>
GOAL: MATHEMATICS ACHIEVEMENT  Goal Statement:  * In May 2018 SBAC Math results; 74% of 3rd-5th graders were at Standard Nearly Met and Standards Not Met.  By May 2019, the percentage of students in grades 3-5 who scored "Standards Not Met" and "Standards Nearly Met" range on the SBAC (Smarter Balanced Assessment Consortium) test will decrease by increments of 5% in the next 3 years.
<b>Data Used to Form this Goal:</b>
The data used to form this goal was from the Math SBAC assessment as well as both informal and formal common assessments from Math Expressions (math curriculum).
<b>Findings from the Analysis of this Data:</b>
Current data from the 2018 SBAC results shows that in math students in grade 3-5; over 39.2% were at Standard Nearly Met and over 34.6% were at Standard not met.
<b>How the School will Evaluate the Progress of this Goal:</b>
RTI (Response to Intervention)/MTSS (Multi-Tiered Systems of Support) progress monitoring which occur three times a year. Collaboration meetings through data cycle inquiry, staff meetings, IEP meetings, and SST process. Monitoring students progress with the grade level priority math standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION:GOAL 3, ACTION 1, INSTRUCTION WITH STANDARDS</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>1. Teachers will review the math common core state standards and 8 Mathematical Practices for their grade level and the grade level above and below theirs. Teachers will implement the 8 Mathematical Practices with Common Core as well as Common Core State Standards lessons within their instruction.</p> <p>2. Teachers will review math pacing guides and will do year long planning for newly adopted Math Expressions.</p> <p>3. Teachers in grades 3-5 will use the CAASPP (California Assessment of Student Performance and Progress)/SBAC (Smarter Balanced Assessment Consortium) blueprints.</p> <p>4. Teachers will analyze CAASPP (California Assessment of Student Performance and Progress) test results to determine individual and grade level strengths and weaknesses and needs of current students to inform instruction</p> <p>5. Students will be monitored and assessed frequently using curriculum embedded assessments. Teachers will review and discuss results with</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Teachers, principal, district administrators, and TOSAs.</p>	<p>Professional development for staff to support</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>2,500.00</p>
			<p>Math Expressions curriculum and also Math common core implementation.</p> <p>Cost for substitutes to cover for teachers to attend grade level collaboration during school hours.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>1,500.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>grade level team and/or principal. Assessment data will be used to inform instruction.</p> <p>Measures:</p> <p>CAASPP (SBAC and ELPAC), informal and formal common assessments, and agendas from both staff and collaboration meetings.</p>						
<p>ACTION:GOAL 3, ACTION 2, IMPROVEMENTS OF STRATEGIES</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>1. Principal will monitor for effective math instruction with the newly adopted Math Expressions curriculum through the teacher collaboration meetings.</p> <p>2. Purchase math and science resources and supplemental materials to support effective math and science instruction aligned to NGSS (Next Generation Science Standards).</p> <p>3. Purchase technology to support math and science instruction in the classroom.</p> <p>Measures:</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Teacher, principal, TOSAs, and district administrators.</p>	<p>Purchase materials/technology to support the implementation of Common Core and Enrichment program</p> <p>Time card for staff to support Lego Club enrichment program LCAP 180</p> <p>Study Island to support both Academic Center grades 4-5 and K-5 classroom support.</p> <p>Time card for math after school support. LCAP 180</p> <p>Academic Center</p>	<p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>LCAP At-Risk Student Support</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>LCAP At-Risk Student Support</p> <p>Local Categorical</p>	<p>2,200.00</p> <p>2,000.00</p> <p>3,000.00</p> <p>11,657.00</p> <p>2,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participation in teacher collaboration meetings, data inquiry cycle meetings, walk through observations, and data obtained from CAASPP.						
<p>ACTION:GOAL 3, ACTION 3, EXTENDED LEARNING TIME</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>1. Before/after school tutoring with targeted interventions</p> <p>2. RTI (Response to Intervention), SST (Student Success Team), &amp; IEP (Individual Education Program) meetings for students with an IEP.</p> <p>Measures:</p> <p>CAASPP (SBAC, ELPAC) scores, formal and informal common assessments in classroom, RTI (Response to Intervention ) Progress Monitoring meeting spread sheet data, and notes from collaboration meeting with data analysis.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	Teachers, principals, special ed team, reading specialist, TOSAs.	<p>Provide 2 Laptops to Special Ed teachers to use for instruction and IEPs.</p> <p>LCAP 180</p>	4000-4999: Books And Supplies	LCAP At-Risk Student Support	1,900.00
			<p>Substitute cost for teachers to attend RTI, SST, and IEP meetings</p> <p>EL Support 123</p>	1000-1999: Certificated Personnel Salaries	El Support	970.00
<p>ACTION:GOAL 3, ACTION 4, INCREASED EDUCATIONAL OPPORTUNITY</p> <p>Means of Achievement: Alignment of instruction with content standards</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	Literacy Lab teacher, principal, and school liaison.	<p>Purchase of Family Resource Materials for students and families to use.</p>	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	2,250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Task:</p> <p>The Family Resource Center is open after school three days a week for families to check out materials related to math skills to support our families with helping their children at home. Materials include games, flash cards, and practice activities to support students' math engagement. This increases students' educational opportunities because it gives parents the opportunity to use educational materials at home with their children.</p> <p>Measures:</p> <p>Principal communication with Literacy Lab teacher on number of families participating and checking out materials.</p>						
<p>ACTION:GOAL 3, ACTION 5, STAFF DEVELOPMENT</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>Teachers will collaborate and share ideas and instructional strategies as well as collaborate and share ideas and instructional strategies for the implementation of Common Core State Standards. Collaboration time will also be used to perform data walk from common assessments in</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal, teachers, SPED team, and TOSAs.</p>	<p>Cost for substitute for teachers attending workshops and professional learning opportunities.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>2,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>class and state assessments.</p> <p>Measures:</p> <p>Staff will continue be provided with professional learning in PLC, Math Expression (Think Central), Common Core standards, RTI, and assessments. Attendance from these professional learning as well as notes that is in turn passed along to the teachers will be used to ensure that what was learned is put into practice.</p>						
<p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <ol style="list-style-type: none"> <li>1. Families receive information about the common core math standards at Back to School Night and at conferences.</li> <li>2. Family Resource Center provides materials to assist families with helping their children at home in the area of math.</li> <li>3. Parent Engagement on February, 2019 (Math Night).</li> <li>4. Kindergarten parent workshops with EL TOSA.</li> </ol> <p>Measures:</p> <p>Observations, conferencing with Literacy Lab teacher, sign in sheets from the parent engagement events.</p>	<p>Start Date: 08/16/2017</p> <p>Completion Date: 05/31/2018</p>	<p>Literacy Lab teacher, principal, school liaison, and TOSAs.</p>	<p>Cost for time card for staff to support parent engagement nights for translation and daycare for 2018-2019</p> <p>Cost for snacks for parent engagement events for 2018-2019 Site discretionary 070</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Site Discretionary</p>	<p>1,500.00</p> <p>1,000.00</p>

## Planned Improvements in Student Performance

### School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: School Climate</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goals: Raise Academic Achievement, Provide Professional Development, and Parent/Community Engagement Opportunities  All students will be educated in learning environments that are safe, bully-free, drug-free and conducive to learning or as evidenced by a decrease in increases in bullying and a decrease in expulsion and suspension numbers at all schools.
<b>SCHOOL GOAL #6:</b>
GOAL: SCHOOL CLIMATE  Goal Statement:  All students will be provided with a positive school culture and climate structured to enhance learning and prevent at-risk behaviors. Martin will continue to expand on the opportunities available for students, staff, and parents to be able to foster and embrace the diversity within the SSFUSD community.  GOALS:  1. By the end of May 2019, the ADA will be at 95%. 2. By May 2019, there will be at least 3 parent engagement opportunities for parents to attend that will range from providing them information on how to increase literacy at home, math learning opportunities, and engage in supporting them to have an active role in school. 3. Parents will receive school communication through newsletter that will include important upcoming events and school related information bi-monthly. 4. Implementation of PAX (Good Behavior Program) to increase learning opportunities in classroom.
<b>Data Used to Form this Goal:</b>
The data used to form this goal was qualitative and quantitative. The quantitative data is as follows: attendance data from Infinite Campus, surveys from families, and the monthly and yearly attendance data from the office of Student Support Services. The qualitative data is as follows: discussions with staff, the school culture and climate qualitative data, RTI (Response to Intervention)/MTSS (Multi Tiered Systems of Support) progress monitoring meetings and, IEP (Individual Education Program) and SST (Student Success Team) meetings.
<b>Findings from the Analysis of this Data:</b>
This is a goal that the stakeholders at Martin School have been dedicated to for several years. It reflects the values of the Martin Stakeholders in terms of providing our students with a positive learning environment. Attendance is important to the stakeholders of Martin School because when our students are not in school, they are missing valuable instruction and services.

**How the School will Evaluate the Progress of this Goal:**

RTI (Response to Intervention)/MTSS (Multi-Tiered Systems of Support) progress monitoring meetings which occur three times a year, collaboration meetings, staff meetings, IEP (Individual Education Plan) meetings, SST (Student Success Team) meetings, as well as collaboration with special education staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION:GOAL 6, ACTION 1, ALIGNMENT OF INSTRUCTION</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>Staff will be trained to support a positive learning environment, safe schools, anti-bullying, conflict management, and gang prevention. Implementation of PAX program in classroom. School Climate Committee will continue to meet to support the community time and enrichment opportunities that promotes diversity. Principal will conduct two behavior assemblies through out the year, the usage of I-Message, as well as guest speakers and assemblies that provide positive messages.</p> <p>Measures:</p> <p>1. Fewer referrals to the office, increase of enrichment opportunities, higher attendance, and fewer conflicts between students.</p> <p>2. PAX strategies will be observed in classroom; PAX vision, PAX and Spleem counts, and PAX games.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal, teacher, support staff, office staff, noon time supervisors, teachers.</p>	<p>Assemblies to support anti-bullying and positive/climate LCAP 180</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCAP At-Risk Student Support</p>	<p>1,500.00</p>
			<p>Materials to support Safety Patrol Site discretionary 070</p>	<p>4000-4999: Books And Supplies</p>	<p>Site Discretionary</p>	<p>2,880.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION:GOAL 6, ACTION 2, IMPROVEMENT OF INSTRUCTION</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>Staff will collaborate on strategies used in the classroom to create a positive learning environment. Staff and students will be trained on using the I-Message to communicate with others in a positive and productive manner. Staff will continue to build on Professional Learning Community to increase student achievement, strengthen positive climate in school, and to continue to have meaningful collaboration time with each other.</p> <p>Measures:</p> <p>Fewer office referrals, higher attendance.</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal, office staff, support staff, and teachers.</p>	<p>Professional development for effective communication within school. LCAP 180</p> <p>Materials for awards and incentives for staff, students, and parents. For 2018-2019 Site discretionary 070</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>LCAP At-Risk Student Support</p> <p>Site Discretionary</p>	<p>2,500.00</p> <p>3,500.00</p>
<p>ACTION:GOAL 6, ACTION 3, INCREASED OPPORTUNITIES</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task:</p> <p>RTI (Response to Intervention) and Multi-Tiered System of Support (MTSS) will be as follows: Weekly/Monthly incentives with the</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal, office staff, support staff, teachers.</p>	<p>Scholarships for students for (extended opportunities outside classroom; field trips, materials, etc,...)</p> <p>Incentives (school wide programs, assemblies, and community engagement) Site discretionary 070</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Site Discretionary</p>	<p>10,500.00</p> <p>3,110.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Martin Meteor Leader Award, Perfect Attendance Award, Super Star Award and Honor Roll. The Meteor Leader-the entire staff can use to recognize academic, attendance, and leadership. A weekly drawing is done and four students are announced over the intercom, students receive a bumper sticker, a ribbon and their names are placed in the weekly Newsletter for recognition. Community time once a month. Classrooms with the highest attendance for the month earn "Norm the Attendance" Monkey as an incentive.</p> <p>Extended learning opportunities through NGSS aligned lessons will be provided by Education Outside.</p> <p>Measures:</p> <p>Fewer referrals/suspensions, visible bumper stickers should parents elect to put on cars, names will be included on the bi-monthly newsletter for Meteor Leader awards, and higher attendance.</p>			Grade 5 Outdoor Education scholarship fund	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	2,000.00
			Outside Education Program	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	20,000.00
<p>ACTION:GOAL 6, ACTION 4, INVOLVEMENT OF STAKEHOLDERS</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task:</p> <p>Funds will be set aside for the Run</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal, office staff, teachers, support staff, SRO, SPED team, parents, and students</p>	<p>Young Audiences 2018-2019 (multiple assemblies and residency)</p> <p>Cost for student clubs materials for 2018-2019 Site discretionary 070</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Site Discretionary</p>	<p>5,500.00</p> <p>3,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Club. Run Club provides students in grades 3-5 an opportunity to learn about physical fitness as well as to build a positive rapport with staff members after school on a weekly basis. Increase number of enrichment programs after school. Community building activities and training opportunities that can enhance the staff's collaboration and team effectiveness will be explored to build on the unity and strength of the staff.</p> <p>Principal will provide information and support to the parents through the following meetings: School Site Council/English Language Advisory Committee/Parent Teacher Association (SSC/ELAC/PTA.) Parents will be notified in a timely manner regarding attendance and behavior concerns. Martin School will work in collaboration with the SSF Police Department to provide the GREAT program, Stranger Danger, and safety assemblies. The community liaison will meet with parents on a regular basis to deepen the connection between home and school. Agendas will be purchased for students to support daily communication between the teachers and families in grades 3-5. Home School Connection newsletters will be sent out on a monthly basis to provide families with information and ideas as to supports and activities to do at home.</p> <p>Measures:</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Student participation in clubs and enrichment programs, staff development, 100% of students grades 3-5 will receive "finder binders" which they can use to write down important dates and information to remind them and also for parent information access. 100% of families will receive bi-monthly school newsletter with school information and updates.</p> <p>Increased number of parent attendance at meetings and parent involvement in the school. Sign in sheets will be used as a measure. Informal discussion about the Home School Connections Newsletters Use of the agendas and feedback from teachers.</p>						
<p>ACTION:GOAL 6, ACTION 5, SUPPORT SERVICES</p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task:</p> <p>YSB (Youth Service Bureau) interns will be provided with district funding as well as Star Vista interns and Beacon interventions (for students with IEPs/ Individual Education Programs) to support students' social and emotional needs, Office assistant may be used to assist the principal in the area of attendance, behavior</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal, teacher, office staff, YSB, STAR VISTA, SRO, support staff.</p>	<p>Playworks Contract 2018-2019</p> <p>PE Equipment to support 200 minute every ten day requirement</p> <p>2018-2019 Office and Teacher supplies (copy paper, office and teacher supplies, markers, pens, etc,...) site discretionary 070</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Site Discretionary</p>	<p>18,500.00</p> <p>1,607.00</p> <p>11,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>management, and the school-wide incentive program. Purchase of PE equipment and supplies to support PE curriculum. Playworks contract will support students during recess time with organized games to teach conflict resolution and positive social skills.</p> <p>Measures:</p> <p>Fewer office referrals and suspensions, higher attendance and lower tardy, Notes from RTI meetings, SST meeting notes, higher participation rate for school functions.</p>			2018-2019 Technology support with resource (8 new printers, accessories to classroom technologies) Site discretionary 070	4000-4999: Books And Supplies	Site Discretionary	4,230.00
			2018-2019 Custodial and Site Maintenance Supplies Site allocation 759	4000-4999: Books And Supplies	Site Allocation	8,380.00
			Staff Development materials. Gift fund	4000-4999: Books And Supplies	Gift Fund	1,598.00

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Site Discretionary	29330.	0.00
Instructional Media	386.	0.00
Site Allocation	8380.	0.00
El Support	42744.	0.00
LCAP At-Risk Student Support	37857.	0.00
Title I Part A: Basic Grants Low-Income	147841.	0.00
Gift Fund	1598.	0.00
Local Categorical	4788.	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
El Support	42,744.00
Gift Fund	1,598.00
Instructional Media	386.00
LCAP At-Risk Student Support	37,857.00
Local Categorical	4,788.00
Site Allocation	8,380.00
Site Discretionary	29,330.00
Title I Part A: Basic Grants Low-Income and Neglected	147,841.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	58,551.00
2000-2999: Classified Personnel Salaries	15,024.00
4000-4999: Books And Supplies	112,051.00
5000-5999: Services And Other Operating Expenditures	83,388.00
5800: Professional/Consulting Services And Operating	3,910.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	El Support	20,106.00
2000-2999: Classified Personnel Salaries	El Support	6,000.00
4000-4999: Books And Supplies	El Support	7,250.00
5000-5999: Services And Other Operating	El Support	8,388.00
5800: Professional/Consulting Services	El Support	1,000.00
4000-4999: Books And Supplies	Gift Fund	1,598.00
4000-4999: Books And Supplies	Instructional Media	386.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	22,657.00
2000-2999: Classified Personnel Salaries	LCAP At-Risk Student Support	2,000.00
4000-4999: Books And Supplies	LCAP At-Risk Student Support	5,200.00
5000-5999: Services And Other Operating	LCAP At-Risk Student Support	8,000.00
1000-1999: Certificated Personnel Salaries	Local Categorical	2,788.00
5000-5999: Services And Other Operating	Local Categorical	2,000.00
4000-4999: Books And Supplies	Site Allocation	8,380.00
4000-4999: Books And Supplies	Site Discretionary	28,330.00
5000-5999: Services And Other Operating	Site Discretionary	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income	13,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income	7,024.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income	60,907.00
5000-5999: Services And Other Operating	Title I Part A: Basic Grants Low-Income	64,000.00
5800: Professional/Consulting Services	Title I Part A: Basic Grants Low-Income	2,910.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	111,218.00
<b>Goal 2</b>	27,424.00
<b>Goal 4</b>	34,477.00
<b>Goal 6</b>	99,805.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Juanita Flores			X		
Jennifer Phillips				X	
Maria Gonzalez				X	
Jonathan Covacha	X				
Charlotte Gonzales		X			
Megan Near				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.