Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Alberta Martone Elementary

50711676107023
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date	Local Board Approval Date
October 22, 2020	November 9, 2020

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:
Martone's Mission: Alberta Martone's staff, parents and community members work together to provide a safe and supportive learning environment that increases the life opportunities for all scholars by ensuring academic and social-emotional growth.
Vision: Quality Teaching and High Levels of Learning for ALL

School Description:
Martone's community members, parents, staff and students worked collaboratively to develop a mission and vision statement that reflects our commitment to Martone's scholars.

Alberta Martone Elementary is a traditional Pre- K through 6th grade campus nestled in an urban neighborhood in Modesto, California. Martone includes Head Start and Preschool Program, two K-3 Autism classes as well as self-contained Gifted and Talented Enrichment (GATE) classes for 3rd - 6th grade. Martone has been recognized by the California Department of Education as a California Distinguished School on three different occasions. Our student population is a rich blend of diverse cultures and languages. We proudly serve approximately 630 students and their families in a collaborative partnership that strengthens student learning and achievement.

Martone scholar's are nurtured in a supportive environment filled with high expectations for academic and behavioral success. Standards-based intervention and enrichment programs abound to support students at every level of the achievement spectrum, including: on-site counseling, speech, and resource services. Martone's nurturing and supportive environment is extended beyond the school day to include the After School Education and Safety Program (ASES) and RISE reading intervention program.   During Distance Learning, RISE, Virtual Student Support and the ASES program, provided additional academic support after Distance Learning time with their their classroom teacher.   The staff is dedicated to providing rigorous and engaging educational experiences that challenge students to: take responsibility for their own behavior and learning; become critical thinkers and creative problem solvers; demonstrate a respect for and appreciation of our community's ethnic, cultural, and linguistic diversity.

The Martone family takes great pride in celebrating student achievement in a variety of ways, including Awards Assemblies: Positive Behavior Interventions Systems, Student of the Week, Student of the Month, Perfect Attendance (individually and by class), Accelerated Reader (AR) and Math Clubs. Service learning projects integrate community service with academic study to enrich learning, teach civic responsibility, and strengthen communities.   Field trips enhance student learning and provide access to services and resources that enrich students' life experiences. Opportunities for leadership and extracurricular activities include student council, yearbook, orchestra, band, choir, traffic patrol, classroom buddies, and the ASES program.

Our school's commit is to prepare students to receive a high school diploma, equip students for success in college, vocational school, and/or the career of their choice. Our Kinder to College program exposes all students to local, state and national colleges and universities, as well as a variety of career opportunities. We affirm that education is a cooperative partnership between home, school, and the community. We are proud to continue a legacy of academic excellence that promotes the core educational values of our school's beloved name sake, Mrs. Alberta Martone.

Modesto City Elementary: K-8

Migrant Education /Title Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons that are housed at Pearson Education Center. The current migrant student eligibility list is maintained on a monthly basis and is cross referenced with the district student data base to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee that meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

COVID-19 Impact:
During the 2019-2020 school year, the Coronavirus caused schools to close from March 19, 2020 - May 31, 2020. In response to the closure, instruction was provided through Distance Learning using District provided laptops. Professional development was nearly completed, internal end of year measures were not given in the areas of English Language Arts, Mathematics, and Science. State and National Assessments, such as CAASPP, were not administered. Due to the COVID-19 impact, the 2020-2021 school year began with students on either distance learning or Modesto Virtual Academy (MVA). MVA students remain as students of their home campus and are included in the student population addressed in the SPSAs. During this transition, all teachers received full training on a variety of programs necessary to engage students in distance learning. All students received a 1-1 student device and mobile internet hot spots were provided to those students who did not have access to internet at home. Additionally, textbooks and other necessary instructional materials were distributed to all students so that they can access the grade level curriculum at home. An array of supports have been put in place to track and monitor attendance and academic achievements during distance learning. During school closure due to COVID-19, schools plan to hold all parent meetings and student assemblies virtually. Our goal is to provide the same experiences to students and families by using technology until the school closure is lifted. Re-opening date for In-Person is unknown as of the development of the SPSAs. For more details on the impact of COVID -19, please see the following district level plans: MCS Operations Written Report, MCS Learning Continuity Plan and the MCS School Re-Opening Plans.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Section 3 Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the 2019-20 SPSA Annual Review and Update

Alberta Martone Elementary School's SSC, ELAC, Site Leadership and teachers participated in the evaluation process of Alberta Martone Elementary School's 2020-21 SPSA which include the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue discontinue and to revise. This occurred during the February 202 and September SSC, ELAC, Site Leadership and staff meetings.

Involvement Process for the 2020-21 SPSA and Update

Using input from all stakeholders: SSC , ELAC, School Leadership team and site teachers reviewed the evaluation of the 20219 SPSA and then discussed how to move forward for the 2020-2021 SPSA. This process included in providing all stakeholders with the prior SPSA. This process occurred during SSC, ELAC, Site Leadership and staff meetings in February, September and October and 2020.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review
SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All strategies and activities were implemented as planned until the advent of Distance learning March 2020. The data indicates overall growth and effectiveness of these strategies.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences between intended and actual implementation for both strategies and budget expenditures for the period of August 2019 to March 2020. There was a spending freeze in March of 2020 that prevented full implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal for Martone for 2020-2021 is to fully implement all of the activities and strategies outlined for ELA to improve distance from standard. Implementation will be monitored throughout the school year.
Distance Learning environment considerations are addressed in this year's plan. Metric data stayed static from 2018-19 and goals were rolled over from 2019-2020.

IDENTIFIED NEED (Data Analysis)

ELA

Based on DIBELS we identified that 0-49% of All students are in need of support / intervention in the area of: Phonics

To address this the school can:
Targeted intervention in the area of phonics using District approved Direct Instruction Programs. Provide professional development for Distance Learning and technology to enhance instruction to to support all students

ELA PD

Based on Analysis of Assessment Data we identified the following area of need in professional development Book study

To address this the school can:
Increase effective initial instruction by following the framework for the Gradual Release of Responsibility. A continued focus on Great Instruction First Time for all areas of academic instruction will be a center piece of Martone's on going commitment

Additionally we analyzed specific data to indicate the following need(s):

Third grade Reading Fluency scored indicated that only 40% of students were reading at Grade Level reading fluency at the Mid year assessment.   All Martone scholars' will benefit from additional targeted instruction and intervention in phonics, reading fluency and reading comprehension.

Discuss the areas of strength and need based on data analysis:

There was an increase of foundational reading skills as measured by DIBELS for both Kindergarten and First grade MOY DIBELS of approx 23% as compared to the previous year. In addition, Kinder EL students had twice that gain at 41% improvement over the previous year. Although gains have been made for both EO and EL students, continued focus on phonics, vocabulary and writing must be the emphasis for the 2020-21 year. Third grade MOY DIBELS fluency scores decreased by 3% from 2018-19 to   2019-20 to 40% . Continued focus and support on reading fluency is needed. English Language Development with a focus on designated ELD time and foundational reading skills is an area of need. Additional professional Development for teachers in the areas of designated and integrated instruction would increase student's grade level proficiency i reading and writing.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 2, Strategic Goal 1

Goal #1 Improve Distance from Standard by +15 points or maintain green/blue status Fall 2021 CA Dashboard

	2018-19 Final Data / District Preliminary Data	**2020-21 Data Goal Increase**
Schoolwide (SW)	Actual -17	Goal -2
English Learners (EL)	Actual -20	Goal -5
Students with Disabilities (SWD)	Actual NA	Goal NA
Other Student Groups	Actual -21	Goal -6

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure students master grade level foundational skills. **Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.**					
Schoolwide (SW)	1. Weekly teacher collaboration will be focused on the the 4 questions, Learning teaching cycle to implement MCS Instructional Norms and Great Initial First Teaching (GIFT). 2.Release time, for teachers to analyze student ELA achievement data, develop research based instructional strategies, and lesson design to improve student achievement - "Data Talks" with administration. Release time for for peer observation with the focus on instructional strategies and student engagement. Professional development will have a focus on a deeper understanding of ELA standards, and further implementation of ELA Wonders curriculum. 5.Provide technology and professional development on Distance Learning	1.ELA Wonders curriculum and unit assessments Grades (2-6) 5 units per school year, writing samples and reading fluency. 2.DIBELS assessments. For grades k-1 and 3rd. In the beginning, middle and end of the school year.Ongoing Progress monitoring using DIBELS every 6-8 weeks will be conducted by classroom teacher and support of the instructional para. Assessments associated with D.I intervention programs.	Substitutes	Title 1 Professional Development	1000
			Curriculum Development Rate	Title 1 Professional Development	1000
			Books for book study	Title 1 Professional Development	300
	3. Provide school wide intervention during school day by teachers	3. Intervention programs including: Phonics for Reading,			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	with para support in order to reduce the size of the intervention group. Reading intervention training will be provided so that staff can identify and address students' needs and implement a systematic intervention program. Provide after school remediation RISE for students performing below grade level in order to increase ELA proficiency.	Corrective Reading, Reading Mastery, and Rewards assessments. Progress monitoring will be analyzed every 3 weeks for intensive students of the programs utilized. Fluency assessments,Grades 2-6(5 times a year) from Oct. to May.	Academic Intervention	Title 1 Certificated	1,000
	Classroom technology to enhance instruction to support student learning.	5. Student Achievement data - MCS assessments & State Tests	Technology needs for DL and In Person	Title 1 Supplies and Services	2,000
			Instructional materials and supplies	Title 1 Supplies and Services	3,000
English Learners (EL)	1.Provide Professional Development for teachers focused on understanding the California ELD standards, ELD instructional strategies such as designated and integrated instruction and the criteria for reclassification.	1. Meeting agenda	Curriculum Rate	Title 1 Professional Development	500
			Substitutes	Title 1 Professional Development	250

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	2.Provide students with additional supports and interventions with para support in order to reduce the size of the intervention group focused on developing English proficiency and foundational reading skills to increase the number of reclassified students.	2.Dis-aggregate the EL subgroup to monitor progress through: ELA Wonders Unit Assessments (Grades 2-6). 5 units per school year. DIBELS Assessments Grades K-1 and 3rd. In the beginning, middle, and end of the school year. Intervention programs including: Language For Learning, Phonics for Reading, Corrective Reading, Reading Mastery, and Rewards assessments. Assessments will be analyzed every 8 weeks of the programs. Fluency assessment (Grades 2-6) 5 times a year, from Oct. to May.			
Students with Disabilities (SWD)	1.Professional Development for staff on effective instructional strategies for teaching children with various disabilities;including	1.Dis-Aggregate the SWD subgroup to monitor progress through: ELA Wonders Unit Assessments.(Grades	Curriculum Development	Title 1 Professional Development	500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	data analysis, lesson design, and the enhancement of instructional practices to support academic achievement.	2-6) 5 units per school year. DIBELS for K-3 assessment data.			
	2.Provide school wide intervention during school day by teachers with para support in order to reduce the size of the intervention group. Reading intervention training will be provided so that staff can identify and address students' needs and implement a systematic intervention program. Provide after school remediation RISE for students performing below grade level in order to increase ELA proficiency.	Intervention programs including: Phonics for reading, Corrective Reading, Reading Mastery, and Rewards assessments. Assessments will be analyzed every 8 weeks of the programs. Fluency assessment (Grades 2-6) 5 times a year, from Oct, to May.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups Socio-Economic Disadvantaged	1.Provide school wide intervention during school day by teachers with para support in order to reduce the size of the intervention group. Reading intervention training will be provided so that staff can identify and address students' needs and implement a systematic intervention program.	1.Intervention programs including: Phonics for Reading, Corrective Reading, Reading Mastery, and Rewards assessments. Progress monitoring will be analyzed every 8 weeks of the programs utilized. Fluency assessments,Grades 2-6(5 times a year) from Oct. to May.			
	2.Provide after school remediation RISE for students performing below grade level in order to increase ELA proficiency.	2. Monitor academic progress using embedded program assessments.			

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review
SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All strategies and activities were implemented as planned until the advent of Distance learning March 2020. The data indicates overall growth and effectiveness of these strategies.. The data indicates overall growth and effectiveness of these strategies. The data as measured by the Fall 2028-19 IAB math scores compared to 2019-20 demonstrated growth in grades 3-6 with substantial growth of over 20% in 3rd and 6th grade.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences between intended and actual implementation for both strategies and budget expenditures for the period of August 2019 to March 2020. There was a spending freeze in March of 2020 that prevented full implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal for Martone for 2020-21 is to fully implement all of the activities and strategies outlined for Math to improve distance from standard. Implementation will be monitored throughout the school year using the new Swun Math curriculum assessments.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Interim assessments we identified that 0-49% of All students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:
Staff will be trained using new Swun curriculum, follow the modified pacing guide and use the curriculum with fidelity. In addition, teachers will backward map from the assessments using the 15 day cycle to plan effective units of study. Support to parents in understanding SWUN math.

MATH PD

Based on Assessment Data we identified the following area of need in professional development CIPD Support

To address this the school can:
Ensure teachers participate in monthly coaching provided by Swun. Utilize MCS coaches in lesson design and data analysis.

Additionally we analyzed specific data to indicate the following need(s):

Discuss the areas of strength and need based on data analysis:

Based on the comparison of 2017-18 to the 2018-19 CAASPP scores, there was a decline in overall points by 16.3 where CAASPP scores dropped from green to orange. Teachers did not consistently follow the recommended pacing guide during the 2018-19 school year Preliminary data from the Fall IAB 2019 data indicted early growth and common formative assessments completed before Distance Learning indicted that there would be continued growth. Teachers are excited and motivated to learn the new curriculum and are open to coaching from the Swun and MCS coaches. The area of need is in lesson design and delivery, using formative assessments to guide instruction and following the Swun pacing guide.

Subject: Math

LEA/LCAP: LCAP Goal 2,Strategic Goal 1

Goal #2 Improve Distance from Standard by +17 points or maintain green/blue status Fall 2021 CA Dashboard

	2018-19 Final Data / District Preliminary Data	**2020-21 Data Goal Increase**
Schoolwide (SW)	Actual -32	Goal -15
English Learners (EL)	Actual -37	Goal -22
Students with Disabilities (SWD)	Actual NA	Goal NA
Other Student Groups	Actual -37	Goal -22

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding grade level Math Standards.					
Schoolwide (SW)	1.Professional Development for teachers to analyze student math achievement data and develop research based instructional practices and lesson design to improve student achievement focused on implementation of new Swun curriculum. Coaching and support for teachers, by district coaches, in the area of Swun Math Curriculum & Lesson design. Weekly collaboration will focus on analyzing student's math achievement levels, and utilizing data to guide instruction through lesson development through the 15 day learning teaching cycle. Provide professional development on how to integrate technology resources to support instruction during the Distance Learning and when back in "Brick & Motor" .	1.Engage New York, Mid and End of Module Assessments, Grades (1-6)five times a year District provided Math trimester assessments. CAASPP Interim Math assessments, Grades 3-6, twice a year after the first and second trimesters.	Substitutes	Title 1 Professional Development	700
			Curriculum Development Rate	Title 1 Professional Development	1000
			Academic Intervention	Title 1 Certificated	2,000
			Instructional materials and supplies	Title 1 Supplies and Services	3,853
	2.Parent Math workshop to support families in developing a deeper understanding of the Math Practices,		Teacher presentation	Title 1 Parent Involvement	500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	new Swun curriculumn and CCSS through effective strategies to use at home to support their students' academic achievement.				
English Learners (EL)	Provide Professional Development for teachers focused on understanding the research based ELD instructional strategies and their application within math instruction. Provide students with additional support through after school interventions focused on developing math vocabulary and fluency. Provide support for parents, that deepens the understanding of the CCSS math practices and effective strategies to use within the home. Additional translations to allow access to this information.	Disaggregate the EL subgroup to monitor progress through: Swun k-6 unit & benchmark assessments. CASSPP Interim assessment- IAB	Curriculum Development Rate	Title 1 Professional Development	250
			Substitutes,	Title 1 Professional Development	250
			Refreshments, materials for parent presentations, translation.	Title 1 Parent Involvement	877

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Provide Professional development for all teachers on effective instructional strategies for students with various disabilities with a focus on mainstreaming our K-3 Autism class -. This PD is in addition to what is provided by General Education and Special Education department.	Dis aggregate the SWD subgroup to monitor progress through: Swun Unit & Benchmark Assessments . Interim Math block assessments, Grades 3-6, twice a year after the first and second trimesters	Substitutes	Title 1 Professional Development	500
			Curriculum Development Rate	Title 1 Professional Development	750
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review
SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to Covid-19 closure, Martone was unable to fully implement the attendance. However, through March 18, 2020 attendance was decreasing and chronic absenteeism had increased in comparison to the previous year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Activities were implemented and there were no major differences between implementation and budget expenditures until March 2020.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be changes made to the strategies to increase daily attendance and decrease chronic absenteeism. Daily use MODD for data collection for communication with staff and families.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance we identified that 0-49% of Special Ed students are in need of support / intervention in the area of: Attendance

To address this the school can:
work with special education teachers - K-3 autism class- to create incentives and student recognition for both families and children for daily on time attendance .

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development PD from SAS/Mental Health Specialist

To address this the school can:

Regularly share attendance date to all stakeholders including teachers, regarding additional supports and incentives for children have high absenteeism.

Additionally we analyzed specific data to indicate the following need(s):

Beginning the school year in Distance learning, we will utilize the MCS tiered re engagement plan to monitor and address those students who have high absenteeism

Discuss the areas of strength and need based on data analysis:

An area of need is the chronic absenteeism with on going focus on Socioeconomically Disadvantaged and special education students.

Subject: Attendance

LEA/LCAP: LCAP Goal 1,Strategic Goal 1 and 3

Goal #3

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard	
	2018-19 Final Data	**2020-21 Data Goal Increase**	**2018-19 Final Data / District Preliminary Data**	**2020-21 Data Goal Increase**
Schoolwide (SW)	Actual 96.5%	Goal 97%	Actual 4.1%	Goal 3.1%
English Learners (EL)	Actual 96.51%	Goal 97%	Actual 3.6%	Goal 2.6%
Students with Disabilities (SWD)	Actual 94.66%	Goal 95.16%	Actual 10%	Goal 9%
Other Student Groups Socioeconomically Disadvantaged	Actual 96.3%	Goal 96.8%	Actual 4.5%	Goal 3.5%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					
Schoolwide (SW)	Perfect Attendance recognition at monthly, trimester, and yearly time periods to support attendance. Personal phone calls and/or home visits by Child Welfare and Attendance or VIPS/TIPS to students demonstrating consistent tardiness, absences, and/or early check-outs. Parent training and conferences will be provided to develop a deeper understanding of the education system, and importance of attendance as an indicator of student achievement through daily on time attendance. Monthly and Trimester awards and recognition for chronically absent students who improve their attendance Incentives, for chronically absent students, to encourage and celebrate improved attendance. Regularly scheduled site SART meetings to provide attendance supports and interventions for families.	Chronic absentee report run on a daily basis through MODD. Weekly attendance reports.	Student Recognition and Incentives	Title 1 Supplies and Services	1,360

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Regular communication with parents of chronically absent students to recognize improved student attendance or assist parents with school attendance issues. Weekly meetings between VP and student attendance staff to identify students with 3 or more absences. SARB referrals when no improvement is noted as a result of the SART process.				
			_____		
			_____		
			_____		
			_____		
English Learners (EL)	Provide additional translation access for parents related to the importance of attendance and student achievement.	Disaggregate the EL subgroup to monitor progress through: Chronic absentee report run on a weekly basis.	_____		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		Monthly attendance reports.			
Students with Disabilities (SWD)	Regular monthly student attendance check ins with case manager, review of attendance at each IEP.	Disaggregate the SWD subgroup to monitor through:. Chronic absentee report run on a weekly basis. Monthly attendance reports.			
Other Student					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Groups					

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review
SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All strategies outlined in Martone's SPSA were implemented during the 2019-20 school until March 2020 due to COVID 19 and distance learning. The effectiveness was monitored by our PBIS team and reduced the suspension rate in most subgroups until March 2020.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences with the intended implementation and the budgeted expenditures to meet Martone's goals. There was a spending freeze in March of 2020 that prevented full implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will not be changes to this goal. Martone will continue to implement the same activities as last year due to the strategies being effective .

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Referrals we identified that 0-49% of All students are in need of support / intervention in the area of: PBIS Lessons

To address this the school can:
Increase the understanding and use of restorative practices and expand our staff PBIS team to include additional stakeholders. We will continue with Restorative Practice professional development

PBIS PD

Based on Observations we identified the following area of need in professional development PD from SAS / Mental Hlth Spcst

To address this the school can:
Utilize the SAS/Mental Health Specialist for staff PD and one on one coaching for teachers dealing with challenging students.

Additionally we analyzed specific data to indicate the following need(s):

Data indicates that continued supports needs to be implemented for Scio-Economically Disadvantaged and White students.

Discuss the areas of strength and need based on data analysis:

Positive and school-wide behavior system and procedures were implemented during the 2019-20 school year. The SAS was fully utilized during the 2019-20 year and during DL as well.

Subject: Attendance

LEA/LCAP: LCAP Goal 1,Strategic Goal 1 and 3

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status Fall 2021 CA Dashboard.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	2018-19 Final Data / District Preliminary Data	**2020-21 Data Goal Increase**
Schoolwide (SW)	Actual 0.7%	Goal 0.4%
English Learners (EL)	Actual 0.6%	Goal 0.3%
Students with Disabilities (SWD)	Actual NA%	Goal NA%
Other Student Groups	Actual 0.7%	Goal 0.4%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					
Schoolwide (SW)	Recess Rodeos will take place with teachers and staff modeling positive behaviors, and the proper use of playground equipment and recess procedures. Teachers will reinforce positive behaviors with SPURS cards in order to increase positive behaviors and decrease negative behaviors. Monthly Yard Duty Meetings, run by the VP, to offer PD regarding positive interaction with students. VP will assist Yard Duty during recess in addressing behaviors as they occur on the playground. Positive behavior and character award recognition at monthly, trimester, and yearly awards assemblies to promote positive behavior. Weekly incentives for students recognized for positive behavior and for improved behavior. Yard Duty will model Conflict Prevention Intervention Strategies (CPIS) to teach students how to deescalate situations with	Weekly discipline reports using MOSIS and MODD, to analyze data as to where and how often incidents occur.	Character Assembly	Title 1 Supplies and Services	1,000
			Student Assistant Specialist	Title 1 Supplies and Services	20,000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	themselves and others. SAS will provide behavior support during DL and on campus services PBIS committee members will meet a minimum of 5 times per year to evaluate and monitor discipline data and modify the plan as necessary. They will engage in a book study to develop a deeper understanding of positive behavior interventions and supports, in order help facilitate these school wide. Professional Development focused on meeting the needs of Tier II students.				
English Learners (EL)	Coordinate site and district behavior supports to assist teachers and staff in developing alternative	Monthly discipline reports (MOSIS), for students with disabilities analyze data as to where and			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	behavior intervention strategies.	how often incidents occur.			
			_____		
			_____		
			_____		
			_____		
Students with Disabilities (SWD)	Recess Rodeos will take place with teachers and staff modeling positive behaviors, and the proper use of playground equipment and recess procedures. Additional training with staff and Yard Duties to support our K-3 Autism Classes on the playground, cafeteria and Reg. Education Classrooms	Discipline reports will be part of the IEP process if necessary.	_____		
			_____		
			_____		
			_____		
			_____		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 Academic Equity, Opportunity, and Awareness/Graduation Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness/Graduation Rate 4 year Cohort

SPSA Annual Review
SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Although this was not a goal in the 2019 school, through observational assessment, it was determined that classrooms and library lack culturally-rich and diverse environmental print and literature. In addition Martone scholars lack equable learning opportunities and exposure in both STEM and Visual & Performing Arts

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS/GRADUATION

Based on STEM Data we identified that 60-69% of All students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:
Provide field trips, and guest teachers (physical and virtual) with an emphasis on science and Visual & Performing Arts

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS/GRADUATION PD

Based on Analysis of Assessment Data we identified the following area of need in professional development book study

To address this the school can:
provide opportunities for ALL staff members to participate in voluntary book studies better understand under-resourced scholars and its impact on learning.

Additionally we analyzed specific data to indicate the following need(s):

Martone's economically disadvantaged population has increased over the past five years. Additional input and supports will be explored throughout the year to increase scholars' exposure to STEM and Visual & Performing Arts

Discuss the areas of strength and need based on data analysis:

Subject: Graduation Rate 4 year cohort

LEA/LCAP: LCAP Goal2, Strategic Goal 1

Goal #5

Graduation Dashboard Data 9-12 Only

	2018-19 Final Data / District Preliminary Data	**2019-20 District Data**	**2020-21 Data Goal Increase**
Schoolwide (SW)	Actual %	Goal %	Goal %
English Learners (EL)	Actual %	Goal %	Goal %
Students with Disabilities (SWD)	Actual %	Goal %	Goal %
Other Student Groups	Actual %	Goal %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Students will have exposure to culturally diverse posters and access to culturally diverse classroom and library literature.	Library Inventory and class walk through	Posters & Books	Title 1 Supplies and Services	1,501
	Field Trips with a focus on STEM and Visual Performing Arts	Teachers will provide students with the opportunity to share writing samples or drawings related to the experience	Transportation	Title 1 Supplies and Services	3,000
			Fees	Title 1 Supplies and Services	1,000
	Guest Teachers such as not limited to Foot Hill Horizons and Great Valley Museum	Teachers will provide students with the opportunity to share writing samples or drawings related to the content of the lesson.		Title 1 Supplies and Services	4,000
	Provide opportunities for ALL staff members to participate in voluntary book studies better understand under-resourced scholars and its impact on learning.		Professional Books	Title 1 Supplies and Services	300
English Learners (EL)					
Students					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
with Disabilities (SWD)					
Other Student Groups					

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 6

Subject: Parent Involvement

SPSA Annual Review
SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Martone did not have parent involvement goal for the 2019-20 school year. A growing interest in our parent community in parent class will be capitalized on during the 2020-21 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

NA

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on LCAP Survey parents, parents' needs include: supporting student literacy

To address this the school can:
Host parent workshops and ensure information in parent native language.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on we identified the following area of need in professional development

To address this the school can:

Additionally we analyzed specific data to indicate the following need(s):

Discuss the areas of strength and need based on data analysis:

Subject: Parent Engagement

LEA/LCAP: LCAP Goal2, Strategic Goal 3

Goal #6

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Parent Training to provide academic support to their child at home. Support families in developing a deeper understanding of the Common Core State Standards and Smarter Balance Assessments, by providing multiple training. Provide informational training for families to learn effective literacy strategies to support early literacy.	Agendas and attendance sign sheet	Refreshments / materials	Title 1 Parent Involvement	700
			Additional clerical support	Title 1 Classified	2822
English Learners (EL)	Provide parent training and meetings with additional translation supports to: a. Deepen their understanding of how they can best support their students to be reclassified. Support	3. Meeting Agenda & Sign Sheet 4. Schedule, Meeting Agenda & Sign-In Sheets	Translation	Title 1 Parent Involvement	400
			Materials and Refreshments	Title 1 Parent Involvement	1070
			Child care	Title 1 Parent Involvement	200

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	materials will be sent home, to assist in this regard. b. Convey effective strategies, within the home, to support academic achievement, as measured by English Learner Proficiency Assessment for California (ELPAC). 4.Translation for communicating with parents including parent teacher conferences and parent meetings.				
			_____		
			_____		
			_____		
			_____		
Students with Disabilities (SWD)			_____		
			_____		
			_____		
			_____		
			_____		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Weekly teacher collaboration will be focused on the 4 questions, Learning teaching cycle to implement MCS Instructional Norms and Great Initial First Teaching (GIFT).	Bilingual Instructional Paraprofessional (6 hrs)	Title 1 Positions	34,084	ELA Goal 1
Provide parent training and meetings with additional translation supports to: a. Deepen their understanding of how they can best support their students to be reclassified. Support materials will be sent home, to assist in this regard. b. Convey effective strategies, within the home, to support academic achievement, as measured by English Learner Proficiency Assessment for California (ELPAC). c.Translation for communicating with parents including parent teacher conferences and parent meetings.	Typist Clerk II Translator (2 hrs)	Title 1 Positions	14,180	ELA Goal 1
Provide parent training and meetings with additional translation supports to: a. Deepen their understanding of how they can best support their students to be reclassified. Support materials will be sent home, to assist in this regard. b. Convey effective strategies, within the home,	Bilingual Instructional Paraprofessional - 6 hours	Title 1 Positions	34,000	

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
to support academic achievement, as measured by English Learner Proficiency Assessment for California (ELPAC). c.Translation for communicating with parents including parent teacher conferences and parent meetings.				

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title 1 Positions	82,264	0.00
Title 1 Professional Development	7,000	0.00
Title 1 Parent Involvement	3,747	0.00
Title 1 Certificated	3,000	0.00
Title 1 Classified	2,822	0.00
Title 1 Supplies and Services	41,014	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

<u>Budget Summary</u>

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$139,847
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$139,847.00

<u>Other Federal, State, and Local Funds</u>

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: $

Total of State and local programs that the school is including in the schoolwide program: $

Section 8 School Site Council Membership

2020 - 2021
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (K-6)
SCHOOL: Alberta Martone Elementary

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

Parents/Community Members	**Staff**
1. Name: Candis Bonilla Term: 2020-21 & 2021-22 XParent Community Member	1. Name: Mary Beth Oberkamper **Principal**
2. Name: Juana Hernandez Term: 2020-21 & 2021-22 XParent Community Member	2. Name: Tamara Velasco Term: 2019-20 & 2020-21 **Teacher**
3. Name: Blanca Quintero Term: 2019-20 & 2020- 21 XParent Community Member	3. Name: Elizabeth Grenbeaux Term: 202-21 & 2021-22 **Teacher**
4. Name: Alejandra Tompkins Term: 2020-21 & 2021-22 XParent Community Member	4. Name: Tanya Romo Term: 2020-21 & 2021-22 **Teacher**
5. Name: Norma Kelly Term: 2019-20 & 2020-21 XParent Community Member	5. Name: Term: **Teacher**
6. Name: Term: Parent Community Member	6. Name: Carina Garcia Term: 2019-20 & 2020-21 **Other School Staff**