

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Alberta Martone Elementary School

50711676107023
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

May 11, 2023

Local Board Approval Date

June 20, 2023

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, Transitional Kinder class, three Highly Structured Special Education classes Kinder - 3rd grade 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 660 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 - Extended Learning Opportunity (ELOP) and RISE reading and math intervention program. Before School Care Program is also available to provide a safe environment for our scholars in the morning before school begins. In addition, Multi-Tier Student Support program (MTSS), provides daily reading instruction supporting ALL scholars. 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. Modesto City School's nine character traits, Respect, Responsibility, Honesty, Courage, Perseverance, Civility, Compassion, Initiative & Loyalty are explicitly taught and supported by Martone's PBIS Program - Positive Behavior Intervention Support.

The Martone family takes great pride in celebrating student achievement in a variety of ways, including Awards Assemblies: Positive Behavior Interventions Support, Student of the Week, Student of the Month, Perfect Attendance (individually and by class), Reading & Math Fluency Awards. 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 reading buddies, and the ASES/ELOP program.

Our school's commitment 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 TK - 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 I 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. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database 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 which 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.

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)

 Additional Targeted Support and Improvement

The following groups were identified by CDE as meeting ATSI status: Students with Disabilities (SWD), Asian American (AS) and Two or more Races (Two +)

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.

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by stakeholder groups. Martone continues to focus on increasing attendance, decreasing chronic absenteeism, decreasing suspensions and increasing ELA and math grade level proficiency. We will continue the strategies put in place by the previous SPSA that have been proven to be effective as measured by formative assessments. These strategies include: additional collaboration time; continued professional development for both classified and certificated employees; student incentives for academic achievement, positive behavior and attendance. The following data analysis from the the 2021-22 CORE analysis was completed for grades 3 - 6 with a comparison to All students and SWD, AS, EL and Two+ .

Resource Inequities

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

Based on the 2021-22 CAASPP data, district assessment such as SWUN Benchmarks, DIBELS assessments , walkthrough data and teacher-generated Common Formative assessments, there is a need for strategic and scheduled walkthroughs with specific feedback focused on the MTSS direct instruction program as well as GIFT for whole class instruction. In addition, there will be a focus on designated and integrated instruction to support English Language Development. Martone hosts a Highly Structured 1 - 3 Special Education Classes with a focus on mainstreaming from the HS 3 classroom. We will include HS 2 & 3 students when reviewing SWD data to drive all instruction and learning goals specific to our SWD students which include our HS 1- 3 classes. When analyzing Chronic Absenteeism data it was found that SW was 24.51% : AS 6.06%; SWD was 36.26%; Two + 18.92% and EL 36.6%. The greatest need for support for Chronic Absenteeism were our SWD and EL students. Intentional focus for identifying barriers for both our SWD and EL scholars will be addressed. A focus for SWD attendance will be part of the IEP process for those students who are struggling. Creating incentives based on improved attendance and frequent "Check-Ins" will be a focus for our EL children.

The over all Attendance rate was: SW 92.20 % ; 95.60% AS; 89.58% SWD; 89.85 % Two +; and EL 93.0. It was found that our SWD and Two+ scholars have lower attendance Rate than SW. Strategies such as "Check-In's and growth incentives will also be utalized with a focus on these two sub-groups. After reviewing the ELA CAASPP data it was found that our SWD and EL students scored below our SW children. SW was 59% below standard while SWD were 77% below and EL was 70% below standard. A focus on supporting our SDW students with additional small group instruction "Double-Dipping" with both the MTSS program AND Special Education instruction will close the gap regarding reading performance. Martone's Math CAASPP data was reviewed and it was found that again, our SWD and EL subgroups scored below our SW children. The CAASPP and math curriculum demand that children are able to read and reason at grade level in addition to having math fluency understanding the concept of a mathematical algorithm. An emphasis on reading fluency will also positively improve CAASPP math scores . In addition incentives such as a "Math

Club", fidelity to ALL components of the SWUN math program and consistent attendance to the RISE Math intervention will increase grade level math proficiency.

Furthermore, our CLT and prep provider will teach our scholars the technical skills necessary to perform well on the CAASPP such as keyboarding and tools particular to the CAASPP testing platform. Our MTSS program which supports all sub- groups and SW 5 days a week in small group instruction will continue during the 2023-24 school year. Our SAS, instructional coach , three MTSS paras, School Site Manager and office staff are committed members of a larger staff that all support our scholar's academic and social emotional needs.

Continued data dives, collaboration, observation of peers modeling excellent instruction, interventions (MTSS) , specific feedback related to GIFT and standards for the teaching profession will meet the needs of our identified student sub-groups.

Section 3 Educational Partners 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 2022-23 SPSA Annual Review and Update

Alberta Martone Elementary School's s SSC, ELAC, Site Leadership and staff participated in the development and evaluation process of Alberta Martone Elementary School's 2022-23SPSA which include the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue, discontinue and revise. The process occurred during January through May of 2023 and will continue through the 2023-24 school year. The process will include members of the ELAC, SSC, Site Leadership and Martone staff.

Involvement Process for the 2023-24 SPSA and Update

Using input from all stakeholders, SSC , ELAC, School Leadership team and site teachers the SPSA 2022-23 was reviewed the evaluated. This process included providing all stakeholders with the prior SPSA and CAASPP data from 2021-22 school year along with Formative assessments during the 2022-23 school year such as ELA benchmarks, SWUN Benchmark Assessments and k-6 DIBELS data. This process occurred during SSC, ELAC, Site Leadership, Title 1 parent meetings and staff meetings in during the 2023- 2024 school year. During the fall of 2023, all stake holders, Martone Staff, ELAC, and SSC will review the released 2022 CAASPP data discuss metrics that will be used during the 2023-24 to measure progress towards goals.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

Based on data analysis using DIBELS, IAB, ELA Benchmarks, common formative assessments and progress monitoring, the SPSA plan was implemented. Analyzing ongoing data throughout the 2022-23 school year, there were some strategies used effectively and some used ineffectively or without fidelity. SPSA plan called for additional, training for School Wide intervention using the MTSS model. This training was fully implemented. All teachers grades k-6 trained by January of 2023. As part of the plan, progress monitoring for Well Below Basic(WBB) & Below Basic(BB) were required. This plan was partially implemented. 30% of teachers progressed progress monitored during September through 2022 - January 2023. During February through April 2023 100% of teachers progress monitored either their WWB and/or BB students. Some classes did not have students who were WBB therefore they only progress monitored their Below Basic Students. The plan to use DIBELS progress monitoring data to monitor student progress and then revised teaching strategies was not fully implemented. Martone showed an increase in reading fluency in kindergarten as measured by DIBELS. There was growth in Reading Fluency Scores for Third BOY to EOY moving from 38% proficient to 48% proficient - a 10% growth in reading at or above grade level. A stand out for Reading Achievement was Second grade with a 35% increase in DIBELS composite score. Kindergarten increased 38% comparing the Beginning of the Year to Middle of the Year Nonsense Word Fluency - Correct Letter Sound. Kinder also increased by 49% from BOY to EOY DIBLS Composite scores. It was found that with the exception of Kindergarten, inconsistent or no progress monitoring was implemented during the first half of the year. After benchmark assessments, teachers, MTSS coach, CIPD ELA Coach and Admin met to discuss individual classroom, lesson design and progress monitoring. We will continue to analyze End of year data to determine interventions and groupings for the 2023-24 school year as well as recommendations for Summer School Support. In addition comparing 4th grade Writing 2022-23 for Benchmarks 1 & 2, will provide information to support reading achievement.

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 between budgeted expenditures planned and the implementation for the 2022-23 SPSA for ELA. The majority of budgeted expenditures were for support staff such as para professionals to support the MTSS reading Program - other known as W.I.N. time. "What I Need". Strategies such as progress monitoring was not fully implemented as described above.

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 goals of the ELA 2023-23 SPSA will continue with a focus on fidelity and full implementation. The 2022-23 EOY DIBELS data for all grades will further provide information to refine best practices for the 2023-24 school year. Wonders Benchmarks IABs & DIBELS assessments will be used as a metrics for formative measures. We will also use the data from the MTSS intervention curriculum program to provide data on students growth and outcomes to prepare for the 2023-24 school year. Special focus will be on our English Language Learners to increase our Reclassification Rate. In addition metrics used such as DIBELS composite scores and DIBELS sub tests will help track success of our Asian American, Two Or More Races and Students with Disabilities.

Para Professional training will continue during the 2022-23 year. With the addition of a MTSS para, small groups sizes for specific leveled instruction and progress monitoring will support reading and language fluency.

IDENTIFIED NEED (Data Analysis)

ELA

Based on DIBELS we identified that 50-59% of All students are in need of support / intervention in the area of: Phonics

To address this the school can:

Implement Targeted intervention in the area of phonics and reading fluency using District approved Direct Instruction Programs and fidelity to the core reading and phonics program. Calendar and follow systematic Progress monitoring for grades K-6 for the purpose of reteaching, fluid grouping and providing leveled support for all students

ELA PD

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

To address this the school can:

Continue to provide time and professional development to support staff in the cycle of learning and teaching, data analysis and instructional and engagement strategies.

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

Third grade Reading Fluency scored indicated that only 48% of students were reading at Grade Level reading fluency at the End of the Year DIBELS composite fluency assessment. All Martone scholars' will benefit from additional targeted instruction and intervention in phonics, reading fluency and reading comprehension. Training in DIBELS and progress monitoring is needed specifically for Third Grade teachers. Further refinement of the PLC process and growth on the Know Thy Impact Rubric will be a focus along with Equity grading - calibration of grading using standardized rubrics.

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

An area of strength continues to be Kindergarten DIBELS data and instructional practices. In addition 2nd & 6th Grade DIBELS composite scores proved to be a strength with 66% of EOY of Kinder reading at Grade Level and 63% of 6th Grade Reading at Grade level MOY. In particular over 90% of students in 6th grade read at grade level for accuracy as measured by DIBELS ORF. K grade level consistently used Tier 1 Core Instruction and systematically progressed monitored and in response adjusted classroom instruction. In addition Kinder teachers were able to receive training using the MTSS direct instruction materials early in the year and were able to implement with fidelity. Grades 4-6 received training in February of 2022 and 3rd grade as not received DIBELS training as of April 2022. TK- 6 grade will focus on the 15 day cycle and

develop Common Formative Assessments using an Equity approach to Grading. Increasing the progress of EL to Re-designated English Proficient will continue to be a focus.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

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

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -45.1	Goal -30.1
English Learners (EL)	Actual -96.6	Goal -81.6
Students with Disabilities (SWD)	Actual -104.4	Goal -89.4
Other Student Groups	Actual	Goal

	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)	Weekly teacher collaboration will be focused on the the 4 questions, Learning teaching cycle to implement MCS Instructional Norms and Great Instruction the First Teaching (GIFT).	K - 6 Fidelity to the ELA Wonders curriculum. Create Common Formative Assessments& Progress Monitor using DIBELS to track progress for Below and Well Below students	Additional Collaboration Time	Title 1 Professional Development	1835.25
			Additional instructional materials and supplies to support instruction and assessment	Title 1 Supplies and Services	5520
			Curriculum Based instructional materials	Title 1 Supplies and Services	600
	Professional development will be focused on student learning, data analysis, lesson design, and the enhancement of instructional practices	Staff meeting Agenda will be focused on data analysis, lesson design & instructional practices . MCS ELA Coaches - data dives, side by side coaching and "in the moment feedback" will be provided to teachers.			
			Sub Release time	Title 1 Professional Development	1835.25

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	K-6 Full Implementation of MTSS .	Fluid regrouping of students guided by assessments Progress Monitoring using Direct Instruction Assessments & DIBELS			
	Provide before and after school intervention for 1st through 6th grade level students performing below grade level in order to increase ELA proficiency . Plan, organize, and execute remediation strategies, actions and provide supplemental instructional materials and curriculum.	Monitor enrolled RISE students' DIBELS, common formative assessment, & imbedded curriculum assessment along with pre/post assessments.			
English Learners					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(EL)	MTSS program to include Language For Learning <ul style="list-style-type: none"> Speaking, reading & writing 	Progress Monitoring using Direct Instruction Assessments , DIBELS & Progress on ELPAC assessment comparing BOY assessments to the EOY assessments			
	Provide daily Designated EL instruction utilizing Wonders Curriculum	ELPAC BOY and EOY data			
Students with Disabilities (SWD)	K-6 Full Implementation of MTSS to include students with disabilities students during leveled instruction - WIN time - "What I Need Time"	Progress towards IEP goals supported by Direct Instruction program assessments and DIBELS progress monitoring.			

	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 Asian American & Two Or More Races	K-6 Full Implementation of MTSS to include students with disabilities students during leveled instruction - WIN time - "What I Need Time"	Progress towards goals(as outlined in the data analysis) supported by Direct Instruction program assessments and DIBELS progress monitoring.			

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

The Goal for Martone 2021-22 was to fully implement all the activities and strategies outline for SWUN Math Program to improve distance from standard. During the 2022-23. Analyzing ongoing data throughout the 2022-23 school year, there were some strategies used effectively and some used ineffectively or without fidelity. Staff was eager to receive nine coaching days from the SWUN Coach and MCS math coach. The coach and staff members received PD regarding the implementation of the SWUN lesson design, such as the I, WE, YOU lesson design with special attention to Modeling and Beyond the Basic Facts instructional strategies. The PD from both the MCS Math Coach and SWUN Coach included data dives to review both the testing construct and implications for adjusting the teaching path and pacing guide for students not meeting benchmark goals. Data analysis included the review first and second benchmark tests for grades 3-6. are as follows: 3rd Grade 2nd BM 34.61 Met/Exceeded Standards ; 4th grade 2nd BM 23% Met/Exceeded Standards; 5th grade 2nd BM 32.53% Met/Exceed (an increase of almost 10% from previous year 2nd BM of 22%) ; 6th Grade 2nd BM 41.49 % Met/Exceeded Standards (an increase of almost 2% over the previous year's 2nd BM of 39.2) . The first and second benchmark measured different math standards however a overall pattern of grades 3-6 found that less students achieved Met/Exceeded Standards on their Second SWUN Benchmark. We will continue to monitor the Third Benchmark for a complete data review and analysis of math standard proficiency during the 2023-24 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.

Although subs continued to be a problem to complete all training for new staff and coaching, veteran staff participated in SWUN data dives. SWUN and MCS coaches were able to support new staff members with the curriculum one on one sessions. In addition, the coaching days were modified to provide training according to sub availability. The SWUN curriculum was not fully implemented by all grades this year. All staff members who were present on coaching days eagerly implemented the curriculum and strategies provided. There will b a systematic focus on complete training during he 2023-24 year for all staff as the training implementation was completed during the covid year. It was found that many staff members have incomplete understanding of the SWUN curriculum and its implementation to fidelity.

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.

Continued Professional development will be provided by both the SWUN and MCS coaches through out the 2022-23. Complete application of both SWUN unit and benchmark tests & data analysis for k-6 will be implemented for the 2023- 24 school year. Common formative assessments will be developed during the PLC 15 day cycle to help guide instruction. A focus on Fact Fluency using SWUNS's Beyond the Basic Facts instructional routine and school wide/grade level fact fluency incentives will be utilized to increase fact fluency proficiency. Teachers will utilize the CIPD catalogue to further support their understanding of the SWUN

curriculum and good instruction the first time - instructional practices. Specific coaching utilizing SWUN's Standards Based Calendar for K-2 will be FULLY implemented during the 2022-23 school year.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Benchmark/ Curriculum Embedded Assessments we identified that 50-59% of students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:

Strategically focus on intentional practice and implementation of SWUN's Beyond the Basic Fact practice to increase math fluency. Ensure that students are provided multiple opportunities to engage in listening, speaking, reading and writing in all content areas with an emphasis on Math collaborative conversations. During SWUN's Group Math Task Lessons students will have an opportunity to practice math concepts, procedures, math fact fluency and work collaboratively to solve problems. During these lessons, all students participate in group presentation.

MATH PD

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

To address this the school can:

Provide ongoing support from SWUN Coach and MCS coach focusing on pacing, lesson design & delivery (I WE YOU). Emphasis on Problem of the day to support standards not mastered, Beyond the Basic facts and utilize the Group Math Task Lesson monthly to promote collaboration and language development. Continue PD for K-2 Standards Based Calendar activities to provide practice to master math standards.

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

Because the CAASPP test is dependent on students achieving grade level reading proficiency, a focus on reading, writing and speaking during the math instruction is imperative. Further training utilizing the SWUN Group Math Task Lesson will give students the needed opportunity to collaborate, read and write independently. The purpose of SWUN Group Math Task is to monitor student progress towards mastery of Standards for Mathematical Content and Standards for Mathematical Practice. Teachers will then compare and analyze student artifacts to assess student learning and inform next steps in instruction.

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

One of the strengths of the Martone staff is their eagerness to take on new learning regarding lesson design and delivery. 2022-23 was the first year that the SWUN math coaching was available due to increased sub availability. Our next steps include "Side-by-Side Coaching with the SWUN and MCS coaches. In addition, release time for teachers will be provided to observe each other. This will further support equity of instruction, grading and student achievement.

Subject: Math

LEA/LCAP: LCAP Goal 1

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

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -67.8	Goal -50.8
English Learners (EL)	Actual -118.9	Goal -100.9
Students with Disabilities (SWD)	Actual -120.5	Goal -105.5
Other Student Groups	Actual	Goal

	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)	Fully Implement the SWUN Curriculum with Fidelity. Provide Professional development for teachers to review data for the purpose of guiding instruction utilizing the SWUN and MCS coaches.	Monitor Math Pacing Guides.. Math Unit & Benchmark Data , common formative assessments & Trimester Report Card Data	Additional Collaboration time	Title 1 Professional Development	1835.25
	Provide ongoing PD through CIPD	Transcripts from CIPD and Martone Professional Development Log	Subs for release time	Title 1 Professional Development	1835.25
	Collaboration in PLCs focused on the 15 day cycle	Grade level Common Formative assessments	Additional instructional materials and supplies to support instruction and assessment	Title 1 Supplies and Services	5520
			Curriculum Based instructional materials	Title 1 Supplies and Services	600

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide before/after school intervention for students below benchmark	Track RISE (before/after school MCS intervention) enrolled students' progress towards standards using program assessments, & SWUN benchmark assessments.			
	Increase Math fact fluency by utilizing Beyond the basic Facts in grades 1-6 & Provide School Wide Math Fact Fluency Incentives based on the growth model	Monitor Grade Level developed fluency check list.			
English Learners (EL)	Increase opportunities for students to read, write and speak during math instruction. Utilize Monthly SWUN Group Math Task Lesson to provide opportunities for students to work collaboratively to solve math problems.	Monitor common formative teacher assessments & Benchmark data. Compare BOY to EOY ELPAC data.			
	Provide explicit Math vocabulary instruction with the support of visuals and realia	Class Walkthrough data , SWUN Unit & Benchmark assessment data			

	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)	Professional development for resource teachers to increase student access to core curriculum- SWUN Math	Monitor progress towards IEP goals utilizing common formative assessments based on the SWUN curriculum.			
	Provide staff development for all teachers on effective math instructional strategies for students with disabilities	Monitor progress towards IEP goals formative assessments based on SWUN curriculum			
Other Student Groups Asian American & Two Or More Races		Class Walkthrough data , SWUN Unit & Benchmark assessment data			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Increase opportunities for students to read, write and speak during math instruction. Utilize Monthly SWUN Group Math Task Lesson to provide opportunities for students to work collaboratively to solve math problems.				

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

Students were provided incentives, assemblies, and rewards for perfect attendance as preventative strategies. The site utilized the SART/SARB process in tandem with the district's Attendance Liaison to strategize with families and support improved attendance. Despite efforts, attendance was negatively impacted by heightened awareness and response to Covid-like symptoms and families were taking extra precautions and keeping students at home to prevent the spread of the illness. In addition, the transition to in-person instruction after the two-year period of virtual and hybrid instruction was difficult for many students and families.

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

Some strategies were implemented as designed. However, many students continue to have multiple absences due to COVID-19 safety protocols during the 2022-23 school year. An additional adverse impact on attendance monitoring was the vacancy of our Attendance Clerk position. As a result, there was an irregular implementation of the SART/SARB schedule. The regular schedule of the SART/SARB process did not begin until the 2nd Trimester.

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.

Strategies outlined during the 2021-2022 school year will be followed and fully implemented during the 2022-23 school year. Full implementation of the SART process will continue to support families by Identifying Barriers and Providing Resources to improve on time daily attendance. Increased focus on using the PBIS REWARDS system to further incentivize daily on time attendance.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

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

To address this the school can:

Students will be provided with incentives, assemblies, and rewards for perfect attendance as preventative strategies. The site will utilize the SART/SARB process in tandem with the district's Attendance Liaison to strategize with families and support improved 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:

Provide professional developers regarding best practices for teaching Social Emotional Learning in the classroom. Provide "Check-In & Check Out" system and 2 by 10 for students who have chronic absenteeism.

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

Based on Chronic Absenteeism , we identified the following subgroup - Students with Disabilities with a 36.46 % Chronic Absenteeism.

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

Areas of strength include high attendance rates and comparatively lower chronic absenteeism rates for our English Learner subgroup with a 93% daily attendance . We will continue to support our Initial Fluent Proficient, English Only, and Students with Disabilities, Asian American and Two + subgroups with strategies to improve attendance.

Subject: Attendance**LEA/LCAP:** LCAP Goal 1

Goal #3 Increase student attendance rate by 0.5% or to 98%. Decrease chronic absenteeism by rate 1%
Data measured by MODD on 5/12/23

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 92.20%	Goal 92.7%	Actual 51.01%	Goal 50.01%
English Learners (EL)	Actual 93.0%	Goal 95.5%	Actual 44.58%	Goal 43.58%
Students with Disabilities (SWD)	Actual 89.58%	Goal 90.08%	Actual 64.84%	Goal 63.84%
Other Student Groups	Actual %	Goal %	Actual %	Goal %

	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)	Daily Monitoring of Student Attendance.	MODD< MOSIS & PowerSchool attendance Reports			
	Monitor & track chronically absent students in order to increase on-time attendance	MCS Dashboard, & PowerSchool			
	VP, Attendance Liaison & VIP officers schedule home visits for 3, 5, day absences and chronic absent students	Monitor and track specifically students who are at the at 3, & 5 day thresholds within the first month of school. Attendance Liaison Reports.			
	Student incentives for weekly and Monthly perfect attendance	Monitor & Track attendance using MODD & PowerSchool	Recognition and incentives	Title 1 Supplies and Services	874
	Celebrate families & scholars whose attendance has improved - based on improvement over time (growth Model)	Trimester attendance growth			
English Learners					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(EL)	Translation will be provided to communicate with EL families through phone dialer, phone calls, home visits and written forms of communication to inform and encourage regular attendance.	Weekly "Drill Through" using MODD			
	Translation will be provided at school/parent meetings regarding the importance of school attendance and its impact on English language Development	MOSIS, PowerSchool tracking along with Parent workshop attendance - attendance sign-in sheets			
Students with Disabilities (SWD)	Coordinate with Program Manager to conduct attendance IEPs to address chronic absenteeism. Follow the SART process in addition to addressing attendance in IEPs	Resource Attendance Logs , MODD, MOSIS & PowerSchool data			

	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 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

The following strategies and actions were implemented to support PBIS during the 2022-23:

1. The Student Assistance Specialist provided short-term prevention or early intervention services to children, focused on mental health and wellness.
2. Services of a Clinician 1 day a week to work with students and families of regular education children needing Tier 2 support.
3. District Behavior Coach BCBA, provided teacher support within the classroom related to behavior and class management strategies
4. PBIS team and administration were able to provide interventions, incentives and supports throughout the year for the students in need of mental health and behavior support.
5. All students were able to participate in PBIS Rewards Program.
6. Student of the Month assemblies where traits such as Respect, Responsibility, Honesty, Courage, Perseverance, Civility, Compassion, Initiative and Loyalty were awarded to students who displayed these characteristics.

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

PBIS REWARDS training were fully implemented in all grades. PBIS Rewards electronic point system was used school wide featuring a school student store where scholars can redeem or buy items with REWARDS points. Most teachers have also established a class store where students can also redeem point for incentives.

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.

Full implementation of PBIS Rewards Program and Restorative Practices training for all staff members.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Referrals/Incidents 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:

Implement PBIS Rewards program with fidelity.

PBIS PD

Based on PBIS Data we identified the following area of need in professional development Access to specific PBIS PD

To address this the school can:

Focus on student engagement, relationship building, and full implementation of Restorative Practices & PBIS Rewards school wide. In addition to "Second Step training" provided by MCS behavior coach , training for staff, children and families on Conflict management "Talk It Out Lessons' will be provided by staff & administration.

Martone will continue to utilize resources provided through MCS Parent Engagement & Outreach Program.

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

We found that the incident and suspensions rate were related to a few students who were on a Tier 2 behavior support program.

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

An area of strength was the staff's utilization of MCS Behavior Coach, SAS and clinician to support both student behavior and Professional Development. Teachers reached out to the SAS and clinician for small group and whole class intervention and presentations.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%. Data as measured by MODD on 5/12/23

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 1.01%	Goal 0.98%
English Learners (EL)	Actual 0.38%	Goal 0.08%
Students with Disabilities (SWD)	Actual 4.08%	Goal 3.78%
Other Student Groups	Actual %	Goal %

	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)	<p>Recess Rodeos will take place at beginning of the year with teachers and staff modeling positive behaviors, and the proper use of playground equipment and recess procedures</p>	<p>Weekly discipline reports using MOSIS and MODD, to analyze data as to where and how often incidents occur.</p>			
	<p>PD for yard duties for safety procedures on Playground equipment and structures. Monthly Yard Duty Meetings, run by the VP, and School Site Manager to offer PD regarding positive interaction with students. VP and School Site Manager will assist Yard Duty during recess in addressing behaviors as they occur on the playground.</p>	<p>Accident & incident reports</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Teachers will reinforce positive behaviors with PBIS Rewards Points in order to increase positive behaviors and decrease referrals and incidents.</p> <p>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 utilizing the PBIS Rewards</p>	<p>Number of students receiving PBIS rewards and incident reports Track number of students receiving daily, weekly, & monthly rewards.</p>	Student Recognition & Incentives	Title 1 Supplies and Services	1,000
	<p>Provide daily support from the Student Assistance Specialist (SAS) District Provides for 4 days. Title one will pay for an addition day</p>	<p>Track number of students served and incident & referral data in MODD.</p>	Consultant Contract (SAS)	Title 1 Supplies and Services	13,800
	<p>Professional Development focused on meeting the needs of Tier II students. Support for Tier II students by Student Assistant Specialist, clinician & MCS Behavioral Coach BCBA</p>	<p>Attendance for PD & staff meetings provided by CIPD, SAS, & clinician</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	Coordinate site and district behavior supports to assist teachers and staff in developing alternative behavior intervention strategies.	Monthly discipline reports - MODD drill through for EL students.			
Students with Disabilities (SWD)	Additional training with staff and Yard Duties to support our Highly Structured 1-3 classes on the playground, cafeteria and Reg. Education Classrooms.	Monthly discipline reports MODD - for students with disabilities analyze data as to where and how often incidents occur.			

	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

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

The goals outlined during the 2022-23 school year SPSA such as increasing diversity in our library were met. Through consultation with library clerk, culturally diverse library materials were purchase through allocations outside of Title 1 funds. Students were able to attend Gallo Visual performing arts in grades 1st, 3rd & 5th. In addition, Academic Equity, Opportunity goals were met in relation to the MTSS program and after school RISE program. All students were involved in levelized learning through our WIN program. What I Need when students receive daily, small group instruction at their level. Students below grade level reading receive instruction and those at and above receive reading instruction at their reading level.

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

All funding allocated were went appropriately as intended.

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.

Because of unfinished learning due to the past learning loss, a need for supporting reading fluency for scholars persists. Particularly English Language Learners, economically/socially disadvantaged students and Students with disabilities , continue to need strategic focus on literacy and grade level reading. This goal will continue to be an imperative for the 2023-24 school year. Success in Mathematics and Science rely on students' reading capabilities. Children's success in STEM is contingent on reading at grade level. A national study released showed that one in six children who are NOT reading proficiently in third grade do NOT graduate from high school on time - a rate four times greater than that for proficient readers. - CGLR " The Campaign for Grade-Level Reading." and Donald J. Hernandez - profession of sociology at Hunter College.

The focus and plan for Academic Equity, Opportunity & Awareness will be grade level reading for grades K-6. The Multi Tier Support System MTSS specifically target reading difficulties and provides on level and enrichment literacy instruction. The program has imbedded frequent assessment meant to move all student towards proficiency through fluid grouping. In addition, students who are on grade level and above will receive instruction at their literacy needs. School wide resources and strategies will be focused on Reading Fluency for k-6 utilizing ongoing program assessments and DIBELS assessment data.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Grades we identified that 50-59% of All students are in need of support / intervention in the area of: intervention

To address this the school can:

Provide on going training for paraprofessionals and teachers provided by MTSS coach and CIPD ELA coaches. Full implementation of the MTSS program for grades k-6.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Analysis of Assessment Data we identified the following area of need in professional development
Access to specific PD

To address this the school can:

Provide professional development in the area of teacher and para lesson design and delivery of both Core and intervention curriculum. A focus on engagement strategies for intervention curriculum is an imperative. A continued focus on engaging students using language and literacy in all content areas using the four domains of listening, speaking, reading and writing. Teachers will Intentionally plan lessons with consideration for strategies, scaffolds, and interventions that create equitable learning opportunities for all students.

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

Special attention will be paid to early literacy grades TK - 3 where phonemic awareness and systematic phonics instruction is an imperative. The goal is 80% of ALL Third grade students will be reading at grade level by the end of year as measured by DIBELS Reading Fluency. Presently between 20% - 57% of children K-3 are well below basic in composite score as measured by DIBELS. Specifically, as measured by DIBELS composite scores, 21% of Kinder children are Well Below Basic, 19% of First Graders are Well below Basic, 26% of Second Graders are Well Below Basic, and 36% of Third Graders are Well Below Basic. Continued intervention through the MTSS program will support literacy in grade K- 3rd and beyond.

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

An area of strength is the eagerness and enthusiasm that both para professionals and teachers have shown for additional literacy training in ALL grades. Significant growth occurred between the Beginning of the Year DIBELS to End of the Year DIBELS composite score in grades Kinder, 1st and second. The New Kinder team have all received the Wonders Power Point training for phonics and phonemic awareness. In addition, 2 of the Kinder teachers taught for after school RISE program that was piloted during the 2021-22 school year. The RISE after school reading and math intervention program focused on math and reading. Next step - All 3rd -6th Grade teachers will receive DIBELS assessment training and will systematically Progress Monitor students who are Well Below Basic as measured by DIBELS sub-tests. In addition 6th grade teachers received Critical Reading theory during the spring of 2023 and grade 4 & 5 will receive training in the Fall 2023.

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 80 % of All 3rd Grade scholars will be reading at Grade Level as measured by the End of the Year DIBELS Reading Fluency score.

	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)	All students will have access to small group reading instruction at their level - intervention, on level and above level reading instruction.	Reading fluency Scores - K - 6 DIBELS comparing BOY, MOY & EOY data			
English Learners (EL)	Small group reading Instruction focusing on English Language Development using Designated and Integrated ELD	BOY & EOY/Summative ELPAC and Reclassification data			

	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)	ALL students will have the opportunity to be included in MTSS levelized instruction	Reading fluency Scores - K - 6 DIBELS comparing BOY, MOY & EOY data & assessments particular to individual IEP goals.			
Other Student Groups					

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

A total of sixteen parent classes were held during the 2022-23 school year. Parents were surveyed during the 2022-23 school year and requested classes regarding strategies to assist their children with homework, technology and utilizing MCS platforms, Positive Discipline, and social/emotional supports.

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

Although many parents requested training in areas such as Schools and Technology and Parenting, few parents regularly attended. After receiving feedback from parents, it was found that the content of the classes was of interest but many parents work and wanted to have the classes both in person and virtually. For the 2023-24 school year, Martone leadership will leverage the Parent Ambassadors and Family Engagement and Outreach services to offer classes and parent information at times and in the format that best fits the needs of our community. In addition, Martone held a Community Fair where vendors from the community were featured ranging from MJC enrollment and classes to information regarding County Health services. Again, this was poorly attended. The Fair was scheduled on the same day as Modesto Earth Day Fair at Graceada Park. For the 2023-24 school year, we will check community events as not to compete with attendance.

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.

Increased outreach to families utilizing the Parent Ambassador, Martone Website, Facebook, flyers, out dialers and teacher to parent communication, (using ParentSquare). Offer workshops in person AND virtually.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach, parents' needs include: supporting student math

To address this the school can:

Martone staff will present parent workshop and or "Math Family Night" to support numeracy and number sense.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:

Provide staff with additional training for SEL utilizing MCS curriculum such as "Second Step" and workshops given by Behavior Coach, Clinician, and BCBA

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

As per parent surveys, it was also requested that English as a Second Language classes for parents were added as an choice for Parent workshops.

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

The areas of strength has been the feedback gained from parent stakeholders groups for further increasing parent attendance. As a result, we will expanding advertising parent workshop to teacher communication platforms and leverage the Parent Ambassador to increase a "personal touch" communication through phone calls and before/after school face to face contacts. In addition, it was suggested that the flyers include specific information about the subject of the parent workshop.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 Increase parent involvement in school activities

	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)	Provide Math and Reading Family nights supported by Martone staff to promote numeracy and literacy in the home.	Parent Sign in Sheets & parent survey	Materials and snacks for workshops	Title 1 Parent Involvement	1,133
	SEL Classes provided by SAS, clinician and staff members.	Parent Sign in Sheets & parent survey	Materials and snacks for workshops	Title 1 Parent Involvement	1,133
	Utilize MCS Parent Engagement & Outreach and Parent Ambassador for outreach and workshops.	Parent Sign in Sheets & parent survey	Materials and snacks for workshops	Title 1 Parent Involvement	1,133
	Provide child care during parent meeting and training .				
English					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Learners (EL)	Provide translation for all Family Math and Reading nights and parent workshops	ELAC Training, Agenda , sign in sheets	Materials and snacks for workshops	Title 1 Parent Involvement	1,133
Students with Disabilities (SWD)	Utilize MCS Special Education Department's expertise on needs of Autism and Learning Disabled to support parent education. Parent Ambassador will be utalized for outreach and workshops.	Parent Sign in Sheets & parent survey			
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 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
Provide intervention and support for the purpose of English Language Development and ELA reading fluency for Grades K-6				ELA
	Bilingual Instructional Para (6hr)	Title 1 Positions	43,670	
	Bilingual Instructional Para (6hr)	Title 1 Positions	43,670	
	Instructional Para (5 hr)	Title 1 Positions	36,392	
Provide parent training and meetings with additional translation supports to:1. Deepen parents' understanding regarding support for their child/children to be reclassified.2. Translate support materials will be sent home, to assist in this regard. 3. Convey effective strategies, within the home to support academic achievement as measured by English Learner Proficiency Assessment for California (ELPAC). 4. Translation for daily communication with parents including parent teacher conferences and parent meetings.				Parent Involvement, Attendance, PBIS
	TCII Translator (2 hr)	Title 1 Positions	17,991	

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	141,723	0.00
Title 1 Professional Development	7,341	0.00
Title 1 Parent Involvement	4532	0.00
Title 1 Certificated		
Title 1 Classified	0	0.00
Title 1 Supplies and Services	27,914	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).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$181,510
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$181,510
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$181,510.00
Grand total budgeted including carryover from Section 11	\$181,510

Other Federal, State, and Local Funds

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

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (K-6)
SCHOOL: Alberta Martone Elementary School

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).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Allan Hill Term: 2022-23 & 2023-24 XParent Community Member	1. Name: Mary Beth Oberkamper Principal
2. Name: Christina Hill Term: 2022-23 & 2023-24 XParent Community Member	2. Name: Melissa Perry Term: 2021-22 & 2022-23 Teacher
3. Name: Michele Hill Term: 2022-23 & 2023-24 XParent Community Member	3. Name: Tanya Romo Term: 2022-23 & 2023-24 Teacher
4. Name: Selina Vargas Term: 2022-23 & 2023-24 XParent Community Member	4. Name: Tamara Velasco Term: 2022-23 & 2023-24 Teacher
5. Name: Norma Kelly Term: 2022-23 & 2023-24 XParent Community Member	5. Name: Term: Teacher
6. Name: Term: Parent Community Member	6. Name: Paul Atilano Term: 2022-23 & 2023-24 Other School Staff

Section 9 Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations before adopting this plan.

Name	Advisory Group
Lenore Cruz	English Language Advisory Council (ELAC)
Wendy Taro	Site Leadership Team (SLT)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in the district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve academic performance.

This SPSA was adopted by the SSC at a public meeting on: 05/11/2023 04:00 pm

Attested:

Melissa Perry	SSC Chairperson
Allan Hill	SSC Vice Chairperson
Tanya Romo	SSC Secretary