

Santa Ana Unified School District
Single Plan for Student Achievement
Summary
2015-16



Glenn L. Martin Elementary

Superintendent
Rick Miller, Ph.D.

Board of Education

John Palacio – Board President • Rob Richardson–Vice President
Valerie Amezcua – Clerk • José Alfredo Hernández, J.D. – Member • Cecilia “Ceci” Iglesias – Member

**Glenn L. Martin Elementary
Vision Statement**

Our vision is to prepare students using research-based, standards-driven, instructional best-practices for academic success and to motivate all students to become lifelong learners by guiding them in their construction of knowledge and development of problem solving skills.

**Glenn L. Martin Elementary
Mission Statement**

The mission of Glenn L. Martin Elementary School is to successfully empower our students through high expectations, a commitment to academic standards, an emphasis on building language fluency and providing equal access to a comprehensive educational program. With the support of staff, families, the district, school partners, and our community, our students will be prepared for college and career, and to become contributing members of their communities through consistent modeling and participation in community activities that promote the well-being of society.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	128	151	151
1	125	127	132
2	124	119	122
3	126	121	125
4	110	123	121
5	134	109	126

Percent Actual Attendance

2012-13	2013-14	2014-15
97.47	97.74	97.40

**Student Demographic
by Ethnicity**

	2013-14	2014-15
American Indian or Alaska Native	0 (0%)	0 (0.0%)
Asian	0 (0%)	2 (0.3%)
Pacific Islander	0 (0%)	0 (0.0%)
Filipino	0 (0%)	0 (0.0%)
Hispanic or Latino	741 (98.80%)	763 (98.2%)
African American	1 (0.13%)	3 (0.4%)
White (not Hispanic)	6 (0.80%)	6 (0.8%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	750	777

Student Achievement Goals

Goal I: Vision and Standards: High Expectations, Culture and Leadership

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

LCAP Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: At Glenn L. Martin Elementary School, staff, parents, and community members will work to improve the academic achievement of every child. Every child at Martin will have access to the core curriculum at school and at home, and will meet the Common Core State Standards within a positive school climate, in order to prepare each student for college and career.

Martin has a clearly established vision focused on meeting all standards set by local, state and federal government. Martin Elementary will implement data driven decision making and instruction.

- School administrators and resource staff will foster a school-wide focus on high academic and behavioral expectations. At Martin, goals and a vision will be established for the school, and our slogan to promote academic rigor in achieving the Common Core State Standards will be emphasized across the curriculum: "Analyze it. Claim it. Prove it". The PBIS structure will be used to guide staff and administration in developing behavioral expectations for all areas on campus, and to provide positive reinforcement for students' good behavior.
- At Martin Elementary, student performance data will be at the center of all instructional planning and decision-making. Teachers will administer the appropriate school, district and state level assessments for each grade level and academic subjects (MAP, Dibels, SBAC, etc...) as well as implement best practices and provide high quality instruction to help all students meet state and local goals. Title I funds will be used to provide substitute teachers while classroom teachers assess students and analyze assessment data in data conferences with administration.
- Teachers have implemented grade level meetings. At grade level meetings, grade level planning days, staff meetings and professional development days, teachers will analyze student performance data using Illuminate, Dibels, and Aeries, in order to plan instruction and strategies to support and enhance the academic success of their students.
- The Instructional leadership team (ILT) will meet monthly to plan, and will assist in training all staff on collaboration methods and data analysis for student achievement and implementation of best practices. We will identify additional checkpoints and needs by grade level to ensure consistent coverage and full implementation of pacing for both math and reading, including CCSS-aligned units of study at each grade level, and follow district guidelines for staff development and implementation of the California Common Core State Standards.
- Staff will utilize strategies adopted by the district to improve teaching and learning, including academic conversations, close reading, text-dependent questions, Thinking Maps, GLAD strategies, and implementation of the Transitional Kindergarten program in select classes. A focus for 2015-16 will be on our students writing across the curriculum, to help in comprehending text and generating academic language.
- Teachers will have access to Illuminate, DIBELS, NWEA, and other data analysis tools through the use of technology, in order to to analyze state and local assessment data, create assessments, complete report cards and other professional tasks, and have access to student demographic information. Technology tools allow secure access and interaction with student data so teachers and staff can identify students' areas of need and develop plans for improving achievement. Title I funds will be used to purchase laptops, computer hardware in order to access and analyze student assessment data and prepare reports.
- Student Success Team Meetings will be held with parents of students who need additional support in order to reach their academic and behavioral potential. Title I funds will be used to provide extra duty pay to certificated teachers who facilitate SST meetings with parents and classroom teachers.
- Title I funds will be used for the printing of newsletters, vacation activity packets, intervention workbooks, posters, banners, etc... to support the school program in all goal areas, including creating a shared vision of success, of academic support for students, and for involving and informing parents.

Martin Elementary will work closely with the parent community and communicate the school's expectations. We will empower parents and encourage participation in improving student achievement through parenting classes, volunteer opportunities, and access to learning outside of the instructional day.

- Martin Elementary will involve parents in the education of their children and in the decision-making process of the school through the School Site Council, parent meetings (including LCAP meetings) and ELAC committee. All members of the SSC and ELAC will assist in the development of the Single Plan for School Achievement. We will review and revise as needed on an annual basis as well as determine programs and services to be provided and resources to be utilized. Input will also be provided by staff through SSC, ILT

and grade level meetings.

- Martin Elementary will welcome parents and maintain open and ongoing communication with parents through the use of the monthly parent newsletter, the school website, the school Facebook page, the telephone ParentLink System, personal phone calls, parent meetings, and parent events such as our annual jog-a-thon and spring Fun Fair. Childcare will be provided for all parent trainings and meetings. (See Goal III)
- Padres en Accion will be contracted to coordinate volunteers to run lunch recess games three times per week, for student fitness, fun, engagement, and reduction in recess behaviors that require disciplinary support. Child care will be provided for parents who are volunteering to work with Padres en Accion. (See Goal III)
- The library and computer lab will be open after school hours, and learning activities will be sent home for students and their families to engage in learning outside of the instructional day and during vacation times. (See goals IIa and III)

Martin Elementary will increase parent involvement in order to increase student achievement.

- Martin Elementary will hold various functions, events and meetings to encourage and involve parent participation. These will include, but are not limited to Family Activity Nights, Back to School Night and Open House, and parent meetings. Martin Elementary will hold parent classes in discipline, school readiness, parenting and family communication, child development and English acquisition.
- Parents will participate in events such as the Jog-A-Thon, spring Fun Fair, and as classroom and school volunteers. This involvement will allow all stakeholders to meet and know one another in authentic ways within the community context.
- Opportunities for raising awareness of university and the college admission process will be taken in our "University Starts Now" campaign on campus. At parent meetings, the A-G college entrance requirements and other topics relating to preparing our students to be ready for college and career will be introduced and explored.

Martin Elementary will provide a safe, clean and orderly environment with high academic and behavioral expectations.

- School administrators and resource staff will foster a school-wide focus on high academic and behavioral expectations with clearly established rules and clear school behavior expectations, guided by the PBIS framework. Anti-bullying campaigns will increase students' engagement and connectedness at school. Students and teachers will establish learning goals. Title I funds will pay for books and instructional supplies for classrooms in order to promote our "bucket-filling" campaign, as a way to reduce bullying and enhance positive school climate.
- Student Transition: Pre-Kindergarten teachers meet with Kindergarten teachers to develop a schedule and time when the Pre-K students can visit the Kindergarten classroom. Pre-K and K teachers discuss and plan the activities the Pre-Kindergarten students will be involved in during their visit(s) to the Kindergarten classroom. Pre-Kinder students participate in school activities with Kinder through fifth grade students, as appropriate. Before the first day of school, in-coming kinder students will attend a "Meet and Greet" with their parents and their assigned kindergarten teacher in order to meet the teacher, see their new learning environment, and be introduced to kinder routines.
- Martin Elementary will prepare for emergency situations such as an earthquake, a fire, an intruder on campus, etc.
- Martin Elementary will provide counseling for students who show the need for counseling support, by connecting them to community resources and also providing counseling as needed on campus through partnerships with organizations such as Healthy Tomorrows and Turning Point. Title I funds will be used to pay for counseling services from two Turning Point counselors, for working with students 4 hours per week.
- Special education and general education teachers will collaborate in planning and providing instruction to special education students within the general education setting
- Playworks will be contracted to provide "Team-Up" services at Martin, to provide an on-site consultant one week per month, to train Martin Playworks coaches, junior coaches, teachers and students in games and problem-solving techniques. Title I funds will pay for the Playworks "Team-Up" services on campus.

Martin Elementary will strive to provide a well-rounded education to our students, including learning activities that inform and prepare our students to work toward college and career, and access to technology at school and at home, and activities outside the school day.

- Each grade level will participate in field trips and/or assemblies that further the students' learning related to the grade level curriculum, and which broaden their educational and life experience. (See Goal IIc)
- Students in grades 4 and 5 will be able to check out a chrome book to take home after school.
- Programs like Engage 360, Girls on the Run and Math Field Day will be provided for students to take part in outside of the instructional day, to provide growth, support and enrichment.

Goal IIa: Reading Across the Curriculum

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Martin Elementary students will demonstrate the reading and language arts proficiency necessary to succeed in college and career, through access to rigorous curriculum and instruction based in the Common Core State Standards.

Alignment of instruction, strategies, and materials with content standards.

- Martin Elementary will implement and adhere to the district adopted Open Court Reading program, modified according to the instructional shifts and CCSS-aligned units of study, to ensure that all students are taught the Language Arts/Reading skills and concepts, according to the CCSS's grade level standards. Teachers will be guided by the district developed curriculum guide, ensuring that all required language arts standards are being met and students are challenged and engaged. Teachers will implement learning units that are aligned with the Common Core State Standards, and integrated with other content areas such as science and social studies, and implement best teaching strategies while implementing these units. Appropriate materials (especially related to the reading of non-fiction) will be purchased to support student learning. The morning time up until morning recess will be dedicated to reading instruction.
- Martin Elementary will use Title I funds to purchase library-ready books, in order to improve the variety of books in our library, including an effort to increase holdings of non-fiction texts and Spanish language books, for students to read in school and at home with parents, to support the implementation of Common Core State Standards, foster a love of reading in students, and facilitate wide-reading. A monthly book log will be sent home each month, for students to record their independent reading.
- Martin Elementary will subscribe to "Scholastic News" for grades K-5, to give students access to high-interest, engaging non-fiction, in order to develop vocabulary and provide opportunities for close reading of non-fiction and analysis of text structure and develop academic language. (See Goal IIc)
- Students will be provided incentives and recognition for their growth in English Language Arts, reading, writing and English language development.
- Books will be purchased for teachers to house in their classrooms as mentor texts, read alouds, or in classroom libraries, according to individual teacher need.

Martin Elementary will provide extra learning supports for students according to their needs.

- Teachers will plan strategic times for differentiated instruction, as we implement Multi-Tiered Systems of Support for students, depending on their levels of need. Training will be given to teachers in data review meetings on workshop and research-based interventions, strategies and data analysis for the support of our students, including our English Language Learners.
- Teachers will provide small group learning opportunities through the Open Court intervention program, SIPPS , Rewards, Touchphonics, GATE enrichment, workshop time, and through the utilization of appropriate resources and materials such as guest speakers and educational assemblies, and outside the classroom through extra duty tutoring. This will ensure that the curriculum is accessible for all students. Students will receive additional academic support and enrichment before, during or after school, Saturday School and/or in the Engage 360 program. Classified staff will provide supervision of identified students as they participate in computer-based interventions such as Lexia and Smarty Ants. Title I funds will pay for extra duty hours of classified staff to supervise students during Smarty Ants and Lexia intervention classes, outside of the students' instructional day, in the computer labs.
- The library will be kept open on specified days before and after school to give students and families access to books and technology, and on pupil-free days.
(See Goal III)

Teachers and administrators will use technology and interventions to improve student achievement

- Teachers will provide increased access to technology through the use of computer applications including Accelerated Reader, Smarty Ants and Lexia, and internet-equipped access to aid student learning of the content and language in each classroom. Teachers will utilize technology to ensure and motivate all students in having access to the core curriculum. Personalized and blended learning strategies will be used in specified grade levels. Title I funds will pay subscription fees for Smarty Ants and Lexia.
- Staff will meet with administrators to discuss students who are falling short of expectations. Response to Intervention (RtI) strategies will be developed and teachers and administrators will meet at least 3 or more times a year to discuss progress. SST meetings will be held to plan interventions for the most at-risk students. (See Goal I)
- After school intervention using Smarty Ants and Lexia will be provided to targeted groups of students as measured by assessment data.

Teachers will be trained in order to deliver instruction, including training on the instructional shifts needed to help students reach the CCSS and 21st Century learning goals.

- Staff members will be trained in the California Common Core Standards related to English language arts and literacy, and will continue implementation of changes to instructional practices, according to the district time-line for implementation of units of study.

Parents will be supported in increasing their capacity as parents, through parenting classes.

- Family Literacy Nights/ Parent Meetings will motivate families to read together at home. Parents will participate in Kinder Readiness classes and activities, English classes and parent literacy classes. Teachers will collaborate with each other and with support staff and administration in how to increase parent involvement. (See Goal I and Goal III)

Goal IIb: Writing Across the Curriculum

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Martin students will write for a variety of purposes and in a variety of genres, to increase writing skill and develop in to effective communicators in written English. Students will write to explain their careful analysis of a given topic, to make claims and to give evidence to support their claims.

Alignment of curriculum, materials, instruction, strategies and content standards.

- Teachers will implement the district adopted writing program and ensure that all students are taught writing skills and content, aligned to the grade level standards using Thinking Maps, teacher-created lessons and lessons provided by the district. Teachers will administer the district writing assessment and input results into Illuminate. Teachers and administrators will analyze assessment results on Illuminate and implement instructional strategies and interventions designed to increase student's writing skills and ability.
- Selected students will present their writing each month to an audience of parents, peers and staff members, in the "Principals' Writing Awards" assembly. Incentives certificates of recognition will be presented to students.

At Martin, in class and extended learning opportunities will be provided.

- Teachers will integrate strategies and materials from GLAD, Thinking Maps, district writing binders, Focused Approach and Write from the Beginning into the Open Court Writing program and the CCSS units of study to provide students with strong skills and content base to become successful writers.
- Teachers and staff will analyze students' writing progress on writing assessment . Students who are performing below proficient in writing will receive additional academic support in small groups during workshop time.
- Teachers will provide extended learning opportunities for writing by means of journaling, content area writing, field trips and inviting outside community members to share their experiences with our students. (See Goal IIc)
- Targeted groups of students will receive after school tutoring in writing, to support them in their English language development.

Students will have increased access to technology.

- Martin students will attend the computer lab and use mobile devices to research, plan, write and publish their writing assignments and/or research projects aligned to their grade level specific content standards. Title I funds will be used to purchase chrome books.

Staff development and professional collaboration.

- Teachers will attend writing trainings that have been provided by on-site and district personnel and that correlate with the district's Open Court program and CCSS units of study. Teachers will work collaboratively at grade level meetings to analyze data and to identify strategies and interventions to improve writing achievement.

Involvement of parents and community.

- Parent newsletters and parent meetings will include the grade level specific writing standards and assessments and writing strategies and suggestions on how to help students at home in improving their writing. Title I funds will be used to purchase paper and instructional supplies for newsletters and learning activities.
- Students will have opportunities to write in journals over holidays and extended vacations as part of activity packets.

Goal IIc: English Language Development

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: At Martin Elementary, English Language Learners will have access to rigorous content instruction with support, in order to accelerate academic English language learning in reading, writing, listening and speaking. Our EL students' native language will be respected and valued, and will be used as a resource in English-language learning.

Alignment of Instruction, Strategies and Materials with Content Standards

- A block of time will be set aside daily for systematic ELD instruction in each classroom. Teachers will utilize strategies from the Focused Approach handbook, GLAD and English Learner Support Guide from the Open Court reading program to frontload vocabulary and linguistic patterns. This will make the Open Court reading program more accessible to English Learners. Teachers will continue to write Language Objectives for content lessons, to ensure English language development for students across the curriculum. District-produced units of student which integrate English language development with content and ELA, will be taught according to district curriculum guides. Small groups of EL students will be supported in small group "workshop" time during the instructional day.
- Martin Elementary will subscribe to "Scholastic News" for grades K-5, to give students access to high-interest, engaging non-fiction, in order to develop vocabulary and provide opportunities for close reading of non-fiction and analysis of text structure and develop academic language. Title I funds will be used to purchase the Scholastic News subscription for each student, K-5. (See Goal IIa)
- Targeted groups of EL students will be offered before and after school tutoring in reading and writing, to support them in redesignation as Fluent English Proficient.

Extended Learning opportunities

- Students who are not making adequate ELD progress will receive additional academic support in small groups in the classroom or in the computer lab with research-based reading instruction programs such as Smarty Ants and Lexia, and small-group instruction during workshop time. (See Goal IIa)
- Resource staff will monitor progress of those students new to the country within the last 12 months and work with their teachers on how to meet the needs of these students during the instructional day.
- Each grade level will participate in field trips and/or assemblies that further the students' learning related to the grade level curriculum, and which broaden their exposure to English language and life experience. Title I funds will pay for entrance fees and transportation costs of field trips.
- The library will be open before school each day, and after school 3 days per week, to give students multiple opportunities to check out non-fiction and fiction books at their reading levels, and take AR quizzes.
- 5th Grade students will have the opportunity to attend over-night, outdoor science camp in the San Bernardino Mountains.

Increased Access to technology

- Appropriate technology and software programs will be purchased, such as Smarty Ants and Lexia, to aide English Learners in increasing decoding, reading comprehension and vocabulary. (See Goal IIa)

Staff development and collaboration

- Staff will be trained in ADEPT, the Focused Approach, GLAD strategies, and Thinking Maps for English Learners. Staff will attend training addressing the need of English Learners from site and district personnel.
- Teachers will analyze student ELD performance data and plan lessons, student groups, strategies and interventions based on student needs, with specific support and guidance from the TOSA.

Parents will be involved in school through participation in parent meetings, ELAC, Recognition Ceremonies and ESL classes.

- Ongoing free adult English classes will be offered to parents and community members on the Martin campus, in cooperation with Santa Ana College. (Enrollment requirements must be met in order to offer these classes.)
- CELDT scores will be explained to parents at general parent meetings, ELAC meetings, at the second parent conference when made available and in SST meetings, and other individual parent conferences.
- Students will be honored in assemblies for Redesignating as Fluent English Proficient

Goal III: Mathematics

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Students will have access to curriculum and instruction that will support them in meeting the Common Core State Standards for mathematics. Instructional shifts will support students in having conceptual and procedural understanding in math, and give them opportunities to apply their mathematical skills in solving problems.

Alignment of Instruction, Strategies and Materials with Common Core State Standards

- Martin Elementary will implement the district adopted Houghton Mifflin math program and ensure that all students are taught the mathematics skills and concepts, aligned to the grade level Common Core State Standards. Teachers will follow the district developed mathematics curriculum guide, including the teaching of CCSS-aligned units in specified grade levels, and will meet as a grade level team to select target students and identify strategies ensuring that all required mathematics standards are being met and students are challenged and engaged.
- Mind Institute ST Math software is non-language-based method of offering a visual understanding of difficult math concepts through a series of computer activities and lessons. Students in K-1 will spend 60 minutes or more per week, and in 2-5 will spend 90 minutes or more per week, using ST Math. The language-independent software lessons reduce the language barrier to learning math, and teachers will be supported with staff development to integrate ST Math activities in to classroom lessons that support the CCSS math standards. Students who meet learning goals in ST Math will be recognized in awards assemblies with their parents.
- At Martin Elementary, student performance data will be at the center of all instructional planning and decision-making. Teachers will administer the appropriate school, district and state level assessments for each grade level in math (MAP, SBAC, etc...) as well as implement best practices and provide high quality instruction to help all students meet state and local goals. Title I funds will pay for substitute teachers to allow time for data collection and analysis, as well as action planning.
- Title I funds will pay for printing of vacation activity packets, intervention sheets, materials for math family night and kinder orientation.

Extended Learning Opportunities

- ST Math lessons will be accessible to students at home on the internet, and through district-provided chrome books for 4th and 5th graders.
- Implement the time for strategic, differentiated instruction for low-performing students. Grade level teams to meet to identify grade level schedules and assign appropriate times for instruction. Targetted groups of students will be offered after school intervention to support them in their math learning.
- Teachers will implement an AIP for students who are scoring a "1" in math in grades 4 and 5 to set learning goals and monitor progress.
- Students in grades 4 and 5 will have opportunities to participate in Math Field Day competitive teams, at the Saturday math club at Lathrop Intermediate, and in ST Math Summer Camp (as made available).

Increased Access to Technology

- Students will attend the computer lab or use chrome books in their classrooms at least two times per week to engage in instructional computer activities focused in the area of mathematics (ST Math) designed to enhance and support the classroom curriculum. Kinder through fifth grade will implement the program.
- Teachers will be trained and students will be able to use applications and websites to support students in their math learning.

Staff Development and Professional Collaboration

- During grade level meetings, grade level planning days and vertical articulation meetings, teachers and staff will analyze on-going student performance in the math assessments and collaboratively develop lessons and instructional strategies that will increase student achievement in mathematics. Teachers will attend training provided by MIND institute, partnering universities, and the Orange County Department of Education related to the integration of ST Math, the CCSS and math instructional strategies.
- Students will participate in the district math competition. Students will be recognized for achievement in mathematics through Math and extended response assessments.
- Staff members will be trained in the California Common Core Standards, and will continue to use district-provided units of study and implement changes to instructional practices, according to the district time-line for implementation. All grades will be supported, but Gr. 3 will have specific attention and access to trainings during the 2015-16 school year.

Involvement of Parents and Community

- Administration, teachers and staff will present Family Math at parent meetings, and Kinder Readiness Training. Incoming students are assessed for math readiness before they begin school in the Fall.

Goal III: Parent and Community: Partnerships for Student Learners

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: Martin Elementary School will promote and develop positive relationships with all segments of our community (parents, business partners and community organizations) to foster open communication, accessibility and pride in our school. Parents of students will see Martin Elementary as a safe environment that supports their children in reaching their academic goals, and as a place to find resources as we work together to support the growth and over-all well-being of all children at Martin.

Building on parenting strengths

- Martin will strive for 100% attendance at Back to School Night, Open House and parent/teacher conferences. LCAP meetings will be held with morning and evening schedules, to involve as many parents as possible in reviewing Martin's academic data, performance and in giving constructive suggestions on how to reach our LCAP goals.
- Parents attend workshop series offered on site on topics that pertain to supporting students in their academic achievement and social/emotional health, discipline, child development (with focus on pre-kinder needs and transition to kindergarten) and issues related to pre-adolescence. Partnerships will be continued with training providers such as Padres Unidos, Project 2 Inspire, Padres en Accion, Healthy Tomorrows, and pre-school organizations. Parent facilitators will teach the "Raising Highly Capable Children" curriculum to other parents. Title I funds will pay directly for services from Padres Unidos and Padres en Accion.
- Martin will provide refreshments at all parent meetings and trainings, and refreshments at the volunteer appreciation event as a way to create a welcoming environment and a culture of hospitality and engagement for parents at school.

Communicating effectively

Communicate with parents and our community about all aspects of the learning program and to inform them of opportunities to be partners in planning, making decisions, solving problems and providing opportunities for students to achieve content and performance standards.

- Use monthly newsletters, parent phone messages, the school Facebook page, the school marquee, and the school accountability report card to inform parents of our progress and about opportunities for students and parents to be actively involved. Hold school-wide Title I parent meetings at the start of the school year to communicate information about school goals, policies and programs. Title I funds will pay for instructional supplies used in newsletters, reports and learning activities at parent meetings.
- Hold monthly parent meetings in which data is reviewed, training is given, parent feedback is received, and information is relayed to parents.
- The telephone ParentLink system will allow communication of important dates and information to parents.
- Train parents in the use of technology to access data, including use of the school website, access to the school Facebook page, and use of the SAUSD Parent Portal.
- Mid-trimester progress reports and trimester report cards will inform parents of their child's academic progress. Conferences will be held and additional meetings with parents for SSTs. Parents will be involved in the SST process and AIP process. (See Goal I and IIa) Translation at conferences and other events will be provided for parents.

Organizing opportunities for volunteering

- Parent involvement will be encouraged and tracked by the TOSA and administrator. Some examples of parent involvement include volunteering in their child's class, volunteering at recess and lunchtimes, helping in field trip fundraising and organization, training other parents in the 40 Developmental Assets in the Raising Highly Capable Children program, and participating in parent training and/or ESL classes.
- An "Action Team for Partnerships" will be convened using parent volunteers and teacher representatives to plan and carry out actions to support students in the school.
- Martin will provide childcare for all parent meetings and parent trainings, such as Project 2 Inspire, Raising Highly Capable Children, and Padres Unidos classes; and during Padres en Accion volunteer service, so that parents can avail themselves of learning and service opportunities.

Learning at home

- Translated monthly newsletters and notices will be distributed to parents to provide timely information. The Martin website will be used to communicate information and promote school events. Flexible meeting schedules will be provided as much as possible to encourage parent attendance and participation.
- Parents will have access to parenting classes, on-site ESL classes, parent education class, pre-kinder "Mommy and Me" family literacy

classes.

- Students in 4th and 5th grade will be able to check out a chrome book for home use. Students may also check out books in English and Spanish from the school library for home use.

Involving in decision making

Martin Elementary will have parents assist in planning workshops and volunteer opportunities at Martin Elementary School.

- Parents will work with the TOSA and Principal to foster opportunities for parents to be involved in Martin Elementary and will help choose and present parent workshops, such as Raising Highly Capable Children, Project 2 Inspire and Padres Unidos.
- Parents will actively participate in decision-making through School Site Council representatives and an active ELAC organization.
- LCAP Meetings will be held to give parents a formal opportunity to give feedback and share and prioritize ideas on how Martin Elementary can improve services to students.

Collaborating with the community

- Parents will have access to community resources, coordinated by school staff, according to family needs.
- Parent volunteers will bring in support for the community in events such as Jog-a-thon, Dollar Book Fair, and Fun Fair. Parents and community organizations will participate in Read Across America Week, Principal for a Day, Superintendent's Breakfast, and parent/partner appreciation event in the spring at Martin.

Building relationships

- The sum total of all efforts at communication, parent workshops, LCAP meetings, SSC/ELAC participation, fostering community partnerships, parent/teacher conferences, parent meetings in mornings and evenings, will all contribute our work as a community to support our students and make our school as successful as can be. School leadership will communicate and practice according to the belief that the school belongs to all stakeholders, and we all share the responsibility to make it work.
- The principal will have an open-door policy, and will respond to every call and concern that is voiced by a parent or community member.

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
Professional Development, Data Gathering and Analysis, Enrichment, Tutoring, SST Facilitation	1000-1999: Certificated Personnel Salaries	Title I, Part A	10,360.00
Tutoring, Enrichment, Supervision, Coaching	2000-2999: Classified Personnel Salaries	Title I, Part A	7,800.00
Certificated and Classified	3000-3999: Employee Benefits	Title I, Part A	2,030.00
Technology Hardware, Books, Printing, Flyers, Instructional Supplies for Reading, Math, Writing, ELD	4000-4999: Books And Supplies	Title I, Part A	63,822.32
Field Trip Costs, Printing	5000-5999: Services And Other Operating Expenditures	Title I, Part A	9,800.00
Consultants Providing Counseling, Parent Workshops, Structured Recess Activities	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	62,764.00
Total			156,576.32