



# Martin Elementary School

35 School St • South San Francisco, CA 94080-2855 • 650.877.3955 • Grades K-5

Mr. Jonathan Covacha, Principal

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<https://martin-ssfusd->

[ca.schoolloop.com/pf4/cms2\\_site/view\\_deployment?d=x&theme\\_id=i15g19gwjtt21t&group\\_id=1500178974963](https://ca.schoolloop.com/pf4/cms2_site/view_deployment?d=x&theme_id=i15g19gwjtt21t&group_id=1500178974963)

## 2018-19 School Accountability Report Card

Published During the 2019-20 School Year



### South San Francisco Unified School

#### District

398 B. Street

South San Francisco, CA 94080

650.877.8700

[www.ssfusd.org](http://www.ssfusd.org)

#### District Governing Board

Patricia A. Murray

Eddie Flores

Daina R. Lujan

John C. Baker

Mina A. Richardson

#### District Administration

Shawnterra Moore, Ed.D.

#### Superintendent

Keith B. Irish

#### Assistant Superintendent, Educational Services and Categorical Programs

Jay Spaulding, Ed.D.

#### Assistant Superintendent Human Resources and Student Services

Ted O

#### Assistant Superintendent, Business Services

Karla Groth, Ed.D.

#### Director English Learner Programs, Categorical Programs and Special Projects

Jason Brockmeyer

#### Director of Innovation, Community Outreach and Special Projects

Valerie Garrett, Ed.D.

#### Director of Student Performance, Program Evaluation, and Instructional Interventions

Ryan Sebers

#### Director of Student Services

Sabrina Yacoub

#### Director, Pupil Personnel Services and Special Education

Joseph Siam

#### Director of Technology

Ronald Vose

#### Director of Facilities and Safety

Fran Debost, MS, RDN

#### Director of Nutrition Services and Distribution

### School Description

Martin Elementary School, established in 1921, is located in the city of South San Francisco. The campus is nestled in the San Bruno Mountains and enjoys a lush setting surrounded by trees and mountains. Martin School has a strong standards-based curriculum that reflects a genuine interest in meeting the needs of all students. Martin School has a Response to Instruction and Intervention Program to address the academic, social/emotional, health, and attendance needs of our students. Our student population consists of 408 students. Approximately 245 of our students are English language learners. In addition to daily English Language Development by CLAD certified teachers, two bilingual instructional aides assist in making the core curriculum accessible to our English language learners.

Computers and a library program are some of the amenities available to students. Individual needs of students are taken into account by offering programs such as the Resource Specialist Program, Star Vista counseling, Speech and Language Services, individual and small group reading support for our "at-promise" students by a designated reading teacher, an instrumental music program for fifth grade students, and an after-school tutoring program run by teachers at the school. There are two lead teachers for extra support in common core implementation. There is an on-site pre-school and an after-school recreation, enrichment and learning program called "REAL," available to students in grades one through five provided by the city parks and recreation department. On a regular basis, Martin teachers meet to review data and examine and analyze the effectiveness of their teaching practices.

The goal of Martin Elementary School is to provide every student with an equitable education. Students will have access to all parts of the curriculum and will be held to high expectations and standards. Students will develop tools to access information, problem solve and develop critical thinking skills. Each child will become a responsible, productive and environmentally aware citizen with the academic and social skills necessary to contribute to and succeed in society.

### School Mission:

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

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	46
Grade 2	65
Grade 3	84
Grade 4	75
Grade 5	63
<b>Total Enrollment</b>	<b>404</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	1
Asian	2
Filipino	3.2
Hispanic or Latino	85.9
Native Hawaiian or Pacific Islander	1.2
White	2.5
Two or More Races	2.7
Socioeconomically Disadvantaged	76.5
English Learners	65.6
Students with Disabilities	11.4
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Martin Elementary	17-18	18-19	19-20
With Full Credential	24	22	20
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South San Francisco	17-18	18-19	19-20
With Full Credential	♦	♦	427
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	2

### Teacher Misassignments and Vacant Teacher Positions at Martin Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Textbooks and Instructional Materials**

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt (HMH) Math Expressions/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Delta Education-FOSS/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Scott Foresman-CA History Social Science/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Family Life Adopted - The Puberty Workshop and Curriculum/2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Martin Elementary School was built in 1948. The school has 25 teaching stations (5 buildings, 4 portables, MUR and Administration Offices) providing education for grades K-5. The District takes great effort to ensure that all schools are clean, safe and functional. All bathrooms, classrooms and offices are cleaned daily. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The facilities work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Architectural drawings are being planned to modernize and replace aging portables with new constructed modular buildings. Local Measure J Bond funds will be used. Planning and construction began in the 2016/2017 school year. Construction will be ongoing to 2019.

**School Facility Good Repair Status**

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: December 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	26	31	50	52	50	50
Math	27	33	43	44	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	23.0	18.0	18.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	222	214	96.40	31.31
Male	112	107	95.54	24.30
Female	110	107	97.27	38.32
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	194	187	96.39	28.34
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	186	180	96.77	27.78
English Learners	163	156	95.71	28.21
Students with Disabilities	30	30	100.00	6.67
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	222	221	99.55	33.48
Male	112	111	99.11	33.33
Female	110	110	100.00	33.64
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	194	193	99.48	29.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	186	185	99.46	30.81
English Learners	163	162	99.39	29.63
Students with Disabilities	30	30	100.00	13.33
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

#### STATE PRIORITY: PARENTAL INVOLVEMENT

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

#### Opportunities for Parental Involvement - (School Year 2019-20)

Martin School offers several opportunities for parental involvement. Parents are encouraged to volunteer both in the classroom and the school. During the 2019-2020 school year, parents participated in Martin's One Hundred Book Challenge program by reading in classrooms to both their own and others' children. Parents also compiled the hip pockets, Martin's take-home news source and ran fundraisers after school through the Martin PTA. Parents also participated in School Smarts Parent Academy, an interactive training program for parents. Its primary purpose is to create knowledgeable and involved parents who will actively promote a quality education for their children. Parents also participated in the Latino Literacy Project or Family Stories to support reading at home activities with books written in Spanish and English.

Martin School has a Family Resource Center that provides take-home materials to support learning at home. Staff, family members and students work together to promote and support the academic development of our children. Martin School holds regular PTA, School Site Council and ELAC meetings, the dates and agendas of which are made public in advance in order to have maximum participation from families.

To learn more about specific opportunities for getting involved, please contact Juanita Flores at 650-877-3955 or [jflores@ssfusd.org](mailto:jflores@ssfusd.org).

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan**

The School Safety Plan includes an overview of the school's current comprehensive safe school programs and initiatives as well as an annual action plan that addresses the four phases of an emergency planning: mitigation, preparedness, response and recovery. The plan identifies members of the school's emergency response team, their roles and responsibilities, and their lines of communications with the district's emergency response team. Emergency policies and procedures and the location and inventory of the school's first aid and emergency supplies kits are detailed. Each School Safety Plan incorporates the state's Standardized Emergency Management System and is aligned with the detailed District Emergency Management Handbook as well as to the San Mateo County Office of Education Big Five (shelter in place, drop/cover/and hold on, secure campus, lockdown/barricade, evacuation).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	1.6	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	5.6	5.4
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.4
Other	.6

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		3		18	3			24		3	
1	24		4		23		3		23		2	
2	19	4			21	1	3		22		3	
3	24		3		20	3	1		21	1	3	
4	31		2		33		1	1	25		3	
5	31		2		31		2		32		2	
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The focus of our professional development for the 2018-2019 school year was on Common Core Standards, Response to Instruction and Intervention, EL strategies, Direct Instruction, Analyzing Data, Reading Comprehension, Professional Learning Community, Integration of Technology, and Math Strategies. The staff started the school year by collecting data on both the needs of their students and on reflecting on teaching practices from the prior year. School needs were then determined from conversations during this data analysis component. Professional development focused on Math with emphasis on how to navigate through the newly adopted curriculum and EL strategies. Books were purchased about number talks to support implementation. Professional development also focused on the implementation of technology in the classroom with the laptop computer carts. Direct Instruction professional development was provided from both the district, as well as the principal for new teachers. Strategies were then refined through in-class coaching, modeling and observations.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,377	\$49,084
Mid-Range Teacher Salary	\$78,483	\$76,091
Highest Teacher Salary	\$99,437	\$95,728
Average Principal Salary (ES)	\$125,146	\$118,990
Average Principal Salary (MS)	\$133,004	\$125,674
Average Principal Salary (HS)	\$160,171	\$137,589
Superintendent Salary	\$212,203	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5,223.25	4,926.87	296.38	\$80,994
District	N/A	N/A	1,395.75	\$75,089.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-129.9	0.0
School Site/ State	-184.0	5.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.



**Types of Services Funded**

Peer Assistance and Review; Title I, Part A – Basic Grant; Title II, Part A – Teacher Quality; Title III, Part A – Limited English Proficient (LEP); School and Library Improvement Block Grant; Federal, Vocational and Applied Technology Educational Act; Federal Special Education, Entitlement per UDC; Class Size Reduction; Special Education Master Plan; Special Education Transportation; Economic Impact Aid; Instructional Materials; Art and Music Block Grant

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.