Martin Elementary School
www.sausd.us/martin/site

DEMOGRAPHICS: 752 students. 94% qualify for free or reduced-price lunches. 76% are English learners. 98% are Hispanic. 1.2% are white.

ACADEMIC GROWTH: The school’s Academic Performance Index score of 779 is nearing the 800 API benchmark set for all California public schools. With the last two full years of assistance from QEIA, the school’s API score has risen 84 points. The score has gone up 165 points since 2006, the second-highest increase in the district during that period.

QEIA AT WORK: Martin Elementary had the second-highest increase in API scores this year in the Santa Ana Unified School District, which has made $160 million in budget cuts over the past seven years. Martin’s K-3 class sizes remain small, thanks to the estimated $482,000 in QEIA funding for this year alone, and there are 24 or fewer students in fourth- and fifth-grade classrooms. Every Wednesday is faculty collaboration day, when educators share strategies and examine what’s working. Professional development is more relevant and focused on instruction and state academic standards. The school improved so much that it exited the punitive “Program Improvement” status last year that came from the federal No Child Left Behind law. A strong spirit of teamwork energizes the campus, and the push for excellence was reflected on the school’s public billboard: “Success is the standard! It is up to us all!”

PRAISE FOR QEIA: “QEIA has had an impact. QEIA has allowed us more time for planning, professional development and data analysis. With district support, our students’ effort, teachers’ dedication and parent support, our school has been able to improve student achievement. Our staff believes in our kids. Our teachers work so hard and are so focused on helping all students achieve.”
—Lisa Gonzales-Solomon PRINCIPAL

“I have 25 students in my classroom. I am able to learn about their life histories and use that to my advantage to teach. The biggest difference is getting to know the students personally — and understanding where they’re coming from. With smaller classes, I am able to pinpoint those students in need.”
—Antonio Magaña TEACHER