

# The Single Plan for Student Achievement

## Morello Park Elementary School

07617396003875  
CDS Code

Date of this revision: 2/16/2010

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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### School District **Martinez Unified School District**

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The District Governing Board approved this revision of the School Plan on .

## II. Vision and Mission

### District Beliefs

- Higher expectations will yield higher results
- Fiscal and academic accountability for all is essential
- All students have the potential to achieve academic, social, and emotional success
- Responsiveness to change, flexibility and a positive attitude lead to success
- Continuous improvement is a priority
- Everyone is a valued member of our learning community
- Responsibility for learning is a cooperative effort between students and adults
- Diversity enriches our community

### District Mission Statement

Together we will ensure diverse paths to success and a quest for knowledge

### District Focus Areas For Improved Student Achievement

1. Ongoing staff development
  - best practices
  - evaluation
  - classroom management
2. Diverse pathways to learning
  - differentiated instruction
  - alternative options
3. Increase percentage of college ready graduates
4. Close the achievement gap among subgroups district-wide
5. Use of technology to support instruction

### District Planning Parameters

Martinez Unified School District's Strategic Planning for Improved Student Achievement Parameters.

The District encourages that the following questions be answered for existing programs.

- Do the needs that led to the initiation of the program still exist?
- Are there other programs that could more effectively meet the identified needs?
- Have the stakeholders participated in the implementation and maintenance of the program?
- If needed, have continued professional development opportunities been afforded?

The District will not accept a new program without.

- The need for the program being defined, at least in part, by an evaluation of criterion referenced or norm-referenced student assessment results.
- Scientific research that supports the effectiveness of the proposed program.
- Stakeholder participation in the development of the proposed program.
- A clearly defined relationship to district/state content standards.
- Provisions for professional development.
- A defined formative and summative evaluation process.

The MISSION of Morello Park is to collaboratively create diverse paths to develop life-long learners. Our goal is for ALL students to master rigorous content, learn how to learn, pursue productive employment, and compete in a global economy.

We are using a new model of school improvement: Professional Learning Communities. To function as a Professional Learning Community, we have established our mission, vision, values and goals. We use the process of collective inquiry to continue to enhance our own learning. We work in collaborative teams, both as a grade level, with teachers across the grades, and with teachers across the school district. We encourage experimentation and action, implementing our learning. We focus on learning, rather than on teaching, and we are committed to continuous improvement.

### **III. School Profile (Optional)**

In 1963 Martinez Unified School District purchased 11.6 acres to build a school. Original construction began in 1965 and a six-classroom school was built. Additional modular classrooms were added in subsequent years. In 1991 the entire site was demolished to make room for the present K-5 elementary school. The project was completed in 1993 and the school opened for students that fall.

Morello Park currently accommodates 510 students, kindergarten through fifth grade. It is one of four elementary schools in the Martinez Unified School District. Morello Park's dedicated staff and supportive parents work together, with assistance from a variety of community partners, to guarantee student progress and academic achievement.

The staff of Morello is committed to reaching all students and ensuring their academic, social and emotional success. The instructional program is standards-based, and the curriculum is rigorous and differentiated to meet the needs of individual students. Academic improvement continues to be the focus of our work each year.

Volunteers are welcomed at the school, and parents are visible on campus on a daily basis. The PTA provides funding for a variety of important programs and inclusive events for students and the community. Academic programs such as our fifth grade marine science field trips, the accelerated reader program, an at-home reading incentive program and a fine-arts/music program are a few of the academic programs funded by the PTA. Annual fundraisers support both technology and our school library. Supplemental materials for each classroom are purchased with PTA funds. The Morello Park PTA is anticipated to contribute approximately \$85,000 to the school for the 2008-2009 school year. This support largely contributes to the success of our students.

### **IV Comprehensive Needs Assessment Components**

#### **A. Data Analysis (See Appendix A)**

#### **B. Seek Input from Advisory Committee (as needed)**

- English Learner Advisory Committee
- Gifted and Talented Education Advisory Committee
- Library Planning Committee
- Special Education Advisory Committee
- Other Committees Established

#### **C. Analysis of Current Instructional Program (See Appendix B)**

#### **V. Description of Barriers and Related School Goals**

Barriers include poor attendance, homelessness, and mobility of some students. Some parents struggle with transportation needs. Parents with limited English skills are sometimes less comfortable approaching the school with questions, in spite of outreach efforts.

## VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<b>SCHOOL GOAL # 1</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> By June of 2012 the number of students scoring at the level of proficient in Language Arts will increase at least four percentage points annually as measured by the California Standards Test of Language Arts. 2010: 78% of students scored proficient or advanced in English Language Arts, 2011: 82% of students scored proficient or advanced in English Language Arts. 2012: 86% of our students will score at the level of proficient or above in English Language Arts.	
<b>Student groups and grade levels to participate in this goal:</b> All students in grades 2-5..	<b>Anticipated annual performance growth for each group:</b> Student test scores will increase at a four percent incremental growth rate based on the number scoring proficient or above on the California Standards Test in English Language Arts.
<b>Means of evaluating progress toward this goal:</b> 2010-2012 California Standards Test 2010-2012 District Benchmark Exams	<b>Group data to be collected to measure academic gains:</b> 2010-2012 California Standards Test 2010-2012 District Benchmark Exams

<b>SCHOOL GOAL # 1</b>				
<b>Actions to be Taken to Reach This Goal (37)</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date(38)</b> <b>Completion Date</b>	<b>Proposed Expenditures (39)</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Students will be identified in the first trimester who are at risk of not meeting the end of the year standards. Students in kindergarten will participate in small group targeted instruction, provided by the PE and Music teacher.	October-June	-0-	-0-	N/A
Supplemental materials and technology will be purchased to support intervention programs as well as extending curriculum for students.	August-June	Supplemental materials will be purchased to support students in Language Arts.	2,000.00	Single Plan for Student Achievement
Students will be provided extra time and support to meet grade level Essential Learnings for Language Arts. Teachers will collaborate on grade level interventions and create a systematic response to intervention plan.	February-June	Credentialed teachers will be hired from the substitute pool to assist with small group instruction.	4,000.00	Single Plan for Student Achievement
Student will be provided weekly visits to the library where they can check out books at their instructional reading level using the Accelerated Reader program materials. The Library Media Assistant will be available during the library visits.	August-June	Ten additional hours per week will be funded for the Library Media Specialist.	8,941.00	Single Plan and PTA (\$4,000.00)
Students will use instructional software in the computer lab to identify and track individual reading comprehension levels. Students will receive supplemental instruction in language arts using a variety of software programs. The Microcomputer Specialist will be available during visits to the computer lab to assist students and staff on instructional technology.	August-June	Fifteen additional hours per week will be funded for the Microcomputer Specialist.	19,062.00	Single Plan and PTA (\$4,500.00)
Staff will use planning time for collaboration; analyzing student learning and sharing effective practices.	August-June	-0-	-0-	N/A

## VI. Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL # 2</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> Intervention programs will be provided to at-risk students. These intervention programs will incorporate math, language arts, and technology. Intervention programs offered may be held before, during, or after the instructional day. Students will be required to attend during the day intervention programs as directed by the school. Before and after school interventions will not be a required attendance program.	
<b>Student groups and grade levels to participate in this goal:</b> All students K-5	<b>Anticipated annual performance growth for each group:</b> Through effective intervention programs more students will score at the level of proficient or above level in language arts and math.
<b>Means of evaluating progress toward this goal:</b> 2010-2012 California Standards Tests 2010-2012 District Benchmark Exams 2010-2012 Intervention Assessment Reports	<b>Group data to be collected to measure academic gains:</b> 2010-2012 California Standards Tests 2010-2012 District Benchmark Exams 2010-2012 Intervention Assessment Reports

<b>SCHOOL GOAL # 2</b>				
<b>Actions to be Taken to Reach This Goal (37)</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date(38) Completion Date</b>	<b>Proposed Expenditures (39)</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Essential Learnings will be established both at the site and district level. Intervention groups will be created to provide students with additional time and support for mastering the Essential Learnings in both English Language Arts and Math.	August-June	-0-	-0-	Single Plan for Student Achievement
A Para Educator will be available to assist students in grades 4 and 5 who are at risk of meeting the end of the year grade level standards. Small group instruction will be provided focusing on the standards that are identified for each student.	Sept.-June	Personnel costs for 10 hours a week for a Para Educator	6,974.00	Single Plan for Student Achievement
Extended learning time: After school homework clubs and intervention classes may be available.	August-June	-0-	N/A	N/A

## VI Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL # 3</b> <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b> By June of 2012 the number of students scoring at the level of proficient in Math will increase at least three percentage points annually as measured by the California Standards Test of Language Arts. 2010: 83% of students scored at the level of proficient or advanced on the CST 2011: 86% of students scored at the level of proficient or advanced on the CST 2012: 89% of students will score at the level of proficient or advanced on the CST	
<b>Student groups and grade levels to participate in this goal:</b> All students in grades 2-5.	<b>Anticipated annual performance growth for each group:</b> Student test scores will increase at a three percent incremental growth rate based on the number scoring proficient or above on the California Standards Test in Math.
<b>Means of evaluating progress toward this goal:</b> 2010-2012 California Standards Test 2010-2010 District Benchmark Assessments	<b>Group data to be collected to measure academic gains:</b> 2010-2012 California Standards Test 2010-2010 District Benchmark Assessments

<b>SCHOOL GOAL # 3</b>				
<b>Actions to be Taken to Reach This Goal (37)</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date(38)</b> <b>Completion Date</b>	<b>Proposed Expenditures (39)</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Common assessments will be developed by grade level teams. Results of the district assessments will be shared with teachers and grade levels.	November, March, May and June	-0-	-0-	N/A
Staff meeting time will be allocated to meet with grade levels to develop, score, and share district common assessments.	November-June	-0-	-0-	N/A
Students will receive intervention to support math standards. Targeted instructional time will be provided to ensure students receive additional time and support to master the Essential Learnings for math.	November-June	-0-	-0-	N/A
Supplemental materials and technology will be purchased to support intervention programs as well as extending curriculum for students.	September-June	Supplemental math materials	5,000.00	Single Plan for Student Achievement

## Appendix A - School and Student Performance Data

**Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	308	306	319	217	219	230	8	8	10	19	18	21
Growth API	869	879	886	883	892	892						
Base API	882	866	875	888	879	887						
Target	A	A	A	A	A	A						
Growth	-13	13	11	-5	13	5						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number Included	37	37	33	21	24	17	25	37	26	28	36	38
Growth API												
Base API												
Target												
Growth												
Met Target												

**Appendix A - School and Student Performance Data (continued)**

**Table 2: Title III Accountability**

<b>District Data</b>						
PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Number of Annual Testers	218	196	250			
Percent with Prior Year Data	100%	100%	96.8%			
Number in Cohort	218	196	242	117	95	133
Number Met	147	99	165	64	30	66
Percent Met	67.4%	50.5%	68.2%	54.7%	31.6%	49.6%
NCLB Target	48.7%	50.1%	51.6%	48.7%	28.9%	30.6%
<b>Met Target</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

**Appendix A - School and Student Performance Data (continued)**

**Table 3: English-Language Arts Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	99	100	99	99	100	99	100	100	100	100	100	100
Number At or Above Proficient	219	217	238	165	163	176	--	--	--	15	13	16
Percent At or Above Proficient	72.0	70.9	74.8	76.7	74.4	76.9	--	--	--	78.9	72.2	76.2
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	98	100	100	100	100	100	100	100	97	95	100	98
Number At or Above Proficient	20	19	23	13	14	12	10	17	15	19	17	16
Percent At or Above Proficient	55.6	51.4	69.7	61.9	58.3	70.6	40.0	45.9	60.0	50.0	47.2	43.2
AYP Target	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**	24.4* 22.3**	35.2* 33.4**	46.0* 44.5**
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

\* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%)

\*\* = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%)

**Appendix A - School and Student Performance Data (continued)**

**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	100	88	100	100	100	100	100
Number At or Above Proficient	234	229	256	176	166	190	--	--	--	16	15	15
Percent At or Above Proficient	76.5	74.8	80.3	81.1	75.8	82.6	--	--	--	84.2	83.3	71.4
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100	100	100	100	100	100	100	100	100	98	100	100
Number At or Above Proficient	24	25	26	15	15	13	14	20	20	25	19	22
Percent At or Above Proficient	64.9	67.6	78.8	71.4	62.5	76.5	56.0	54.1	76.9	64.1	52.8	57.9
AYP Target	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**	26.5* 20.9**	37.0* 32.2**	47.5* 43.5**
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

\* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%)

\*\* = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%)

**Appendix A - School and Student Performance Data (continued)**

**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2008-09											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
<b>K</b>												
<b>1</b>	2	33	3	50			1	17				6
<b>2</b>			*****	***	*****	***	*****	***				3
<b>3</b>	1	25	1	25	2	50						4
<b>4</b>	2	50	2	50								4
<b>5</b>	*****	***										1
<b>Total</b>	6	33	7	39	3	17	2	11				18

## Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

At the beginning of each school year the faculty reviews the state and district assessment data to determine strengths and weaknesses for our student subgroups. These are shared across grade levels. Each grade level team plans improvement efforts for the coming year. CELDT results are analyzed to address the needs meet of our English learners. District-wide common assessments are being created and administered on a trimester basis. Grade levels colleagues analyze the results; identify students not yet proficient and collaboratively plan intervention strategies. Accelerated Reader scores are used to monitor reading improvement for individual students during the school year.

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (EPC)

One hundred percent of the teachers at Morello Park Elementary meet the "No Child Left Behind" definition of Highly Qualified.

We are in our second year of implementing the model of Professional Learning Communities. We focus all of our work of the three essential ideas:

1. Ensuring that all students learn at high levels
2. Create and maintain a culture of collaboration
3. Focus on results; on learning rather than on teaching.

We continue to address these essential questions in the work that we do:

1. What do we want all students to know and be able to do?
2. How will we set them up for success/
3. How will we know if they have learned it?
4. What will we do when they don't learn it?
5. What will we do when they do, and/or when they learn it quickly or they knew it before coming to class?

We work to answer these questions at our monthly staff meetings.

## Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
11. Lesson pacing schedule (EPC)
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

The Martinez Unified School district has adopted content standards aligned to the state standards and frameworks in the following areas: language arts, mathematics, history/social studies, health, science, visual & performing arts, and physical education. Morello park's course content and activities adhere to the standards for each grade level. Each content area is reviewed and updated every seven years to assure compliance with the state education code, district policy and state standards. A staff member and a parent serve on the district's Curriculum Advisory Council (CAC) which is responsible for reviewing curricular issues and policies.

The district adopts core textbooks for all schools, assuring continuity of and equal access to standards-based materials for all students. Each year a district instructional materials selection committee, consisting of teachers and administrators, reviews the instructional materials adopted by the state for specific subjects. The instructional materials selection committee determines which textbook and materials best meet the instructional needs of all students. The committee recommends several series to be reviewed by teachers and the community. All materials considered for adoption are evaluated using the content standards. Once all evaluations are conducted the committee makes a recommendation to the School Board for adoption.

## Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
15. Research-based educational practices to raise student achievement at this school (NCLB)
16. Opportunities for increased learning time (Title I SWP and PI requirement)
17. Transition from preschool to kindergarten (Title I SWP)

In October of each year teachers meet with all parents to discuss academic performance. Students who are at-risk of not meeting grade level content standards are identified. A "Monitor and Assistance Plan" is collaboratively developed between the parent and teacher to provide intervention strategies to assist and support the student. These strategies may include after school intervention, homework club, English Learner support, assistance from the Reading Specialist, SCORE reading tutors, and classroom volunteers. Teachers also use Houghton-Mifflin and Harcourt Math support materials and software specifically designed to assist students who are experiencing difficulty in attaining proficiency in the academic content standards.

## Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
19. Strategies to increase parental involvement (Title I SWP)
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Volunteers at the school site provide individual and SCORE tutoring. Several teachers offer additional help with homework after school. District-provided summer school classes are available for all students identified as needing intervention. Community resources include the Boys and Girls Club, and an after-school on-site day care with homework assistance. District resources include an English Learner program, tutoring from the Indian Education Program, along with Special Education services for all eligible students.

## Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
22. Fiscal support (EPC)

Underperforming students' needs are met with the general education budget, categorical budgets, PTA funds and various donations from community resources. We have one school level categorical budget, SIP, and it supports programs for all students.

## Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	
<b>Total amount of state categorical funds allocated to this school:</b>	

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/> Other Federal Funds (list and describe(42))	
<b>Total amount of federal categorical funds allocated to this school:</b>	

<b>Total amount of state and federal categorical funds allocated to this school:</b>	
--	--

(42) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

## Appendix D - 2009-10 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
NCLB				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2009-10 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	<b>Director of Special Programs:</b> Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	<b>Curriculum Specialist:</b> Provides support/staff development/modeling for new teachers, resource teachers.				
2422	<b>Secretarial:</b> Processes and maintains records, originates purchase orders, provides clerical support				
2442	<b>Technician:</b> Provides network support for language arts intervention programs				
2452	<b>Program Analyst:</b> Processes purchase orders and personnel requisitions, provides financial informational support				
2432	<b>Warehouse Assistant:</b> Assists in district-wide book vendor fair, processes and orders library materials.				
2932	<b>Community Liaison:</b> Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	<b>Employee Benefits:</b> Certificate and classified benefits				
4000	<b>Supplies:</b> Programming curriculum materials, office supplies, computer software				
5000	<b>Conferences, Mileage:</b> Reimbursement for professional development, program in-services/conferences, mileage, printing				
	<b>TOTALS</b>				

NOTE: Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.

## Appendix E - Recommendations and Assurances (Morello Park Elementary School)

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan 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 student academic performance.
6. This school plan was adopted by the school site council on:

Attested:

CJ Cammack

\_\_\_\_\_  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Tammi Welch

\_\_\_\_\_  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

## **Appendix F - Home/School Compact**

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

**Student Pledge:**

**Parents Pledge:**

**Staff Pledge:**

## Appendix G - School Site Council Membership: Morello Park Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
CJ Cammack	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharon Ruddell	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mark Gouveia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cindy Courtney	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amber Cole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tammi Welch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greg Baciagalupi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Denise Pursche	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Christine Sansone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dena Betti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.