

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	Morello Park Elementary School	District Name	Martinez Unified School District
Street	1200 Morello Park Drive	Phone Number	(925) 335-5800
City, State, Zip	Martinez, CA 94553	Web Site	www.martinez.k12.ca.us
Phone Number	(925) 335-5840	Superintendent	Rami Muth
Principal	Jonathan Eagan	E-mail Address	scasey@martinez.k12.ca.us
E-mail Address	jeagan@martinez.k12.ca.us	CDS Code	07617396003875

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

School Mission Statement: The community of Morello Park collaboratively creates diverse paths to develop life-long learners.

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.

The school's demographic characteristics include:

Ethnic background: Predominately Caucasian (73%), and Hispanic or Latino (10%).

Students who are Socio-disadvantaged: 5

Students who are Learning English: 5

Average Parent Education level: 3.69 (3=some college, 4=college graduate)

Students with Disabilities: 13

Gifted and Talented Education Students: 13

Message From Principal

In November 1988, California voters passes Proposition 98, also known as "The Classroom Instructional Improvement and Accountability Act". This ballot initiative provides California's public schools with a stable source of funding and in return, all public schools in California are required to prepare School Accountability Report Cards (SARCs) annually and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.

Morello Park opened in 1993 and 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. We welcome volunteers at our school, and our hard-working PTA provides a variety of important programs and inclusive events for students and their families. The PTA has consistently contributed each year to academic programs such as Accelerated Reader, Eagle Reading, Technology, Red Ribbon Week, and supplemental materials for each classroom. The school staff is committed to reaching all students and ensuring their academic, social and emotional success. The instructional program is standards-based, the curriculum is rigorous and differentiated as needed to meet the needs of individual students.

The staff of Morello Park is working as Professional Learning Community. Working as a Professional Learning Communities serves as the foundation of our collaborative work as a staff and the development of our instructional program. The three essential focuses of our instructional program are:

What essential standards and skills do we want students to learn?

How will we know when they have learned it?

How will we respond when they don't learn?

How will we respond for students who already know it?

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

At Morello Park, we are fortunate to have strong community support through the PTA and active parent involvement. PTA fund raisers such as Dive into Reading, Tech for Life and the annual Dinner Dance Auction provide additional funds for school programs, personnel costs and community events. "Coffee with the Principal" is held monthly and provides an open forum for dialogue and discussion. The staff at Morello Park understands that developing and maintaining productive meaningful partnerships with families and communities ensures the highest quality education for all students. Parents are encouraged to volunteer at school as SCORE tutors, parent chaperones, classroom, and school volunteers. The PTA offers a wide array of ways to participate in school projects: the Harvest Festival, school store, Running Club and the Eagle Reading program are just a few of the many PTA sponsored activities which require parent help. Parents are invited to serve on the School Site Council, the district level Curriculum Advisory Committee, the Safety Committee and the Superintendent's Advisory Committee. All levels of involvement strengthen the school-family bond and encourage student participation in positive school activities.

The principal and each teacher sends home a monthly newsletter, highlighting curriculum being taught and notifying parents of upcoming events at the school. Parents eagerly attend annual parent conferences at the conclusion of our first trimester grading period (December).

Parent Involvement is a large contributor to the success of the students at Morello Park Elementary.

For additional information about organized opportunities for parent involvement at Morello Park Elementary, please contact Jonathan Eagan at 925-335-5840.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	88
Grade 1	89
Grade 2	81
Grade 3	105
Grade 4	82
Grade 5	60
Total Enrollment	505

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2	White	59
American Indian or Alaska Native	0	Two or More Races	
Asian	5.35	Socioeconomically Disadvantaged	13
Filipino	3	English Learners	4
Hispanic or Latino	19	Students with Disabilities	9
Native Hawaiian/Pacific Islander	0.2		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.8	4	0	0	20.3	3	1	0				
1	19.8	5	0	0	20.0	4	0	0				
2	19.5	4	0	0	20.0	5	0	0				
3	20.0	3	0	0	20.0	4	0	0				
4	27.7	0	3	0	29.0	0	2	0				
5	30.0	0	3	0	28.7	0	3	0				
K-3	0.0	0	0	0	0.0	0	0	0				
3-4	0.0	0	0	0	0.0	0	0	0				
4-8	0.0	0	0	0	0.0	0	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

The site principal, Jonathan Eagan serves as a member of the Martinez Unified District Safety Committee. The district has recently purchased "REDI for School Emergencies Program" which will provide all staff members with procedures for implementing the School Safety Plan. Monthly "Shelter in Place" drills occur on the first Wednesday of the month in conjunction with the county's Community Warning System. Fire and earthquake drills occur regularly throughout the year and are recorded for documentation. All classrooms are equipped with disaster preparedness materials which are inventoried and replenished annually. The PTA provides emergency food and water each year for all classrooms. Classrooms and the office are connected by telephone. Walkie-talkies are used by the office staff, principal, noon supervisors, and the custodians to facilitate communication throughout the campus when necessary. The principal and office manager also have a Nextel phone which is used to communicate with district personnel.

Date of Last Review/Update: August, 2010

Date Last Reviewed with Staff: January , 2010

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	1.4	2.7	0.4	7.8	9.1	7.1
Expulsions	0.0	0.2	0.0	0.0	0.4	0.1

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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. The school has 22 classrooms, one science lab, and one computer lab. Both sets of student restrooms are wheelchair accessible. Our Multi-Use room is used as our lunch rooms, assemblies and PE activities. A 31 station computer lab is used by students to supplement their learning with technology.

Morello Park's physical environment reflects the standards of both our school and our community. Our school is inspected regularly by school district personnel. In addition, necessary repairs and maintenance ensure a safe facility. The school community takes pride in our school environment by maintaining a clean and well-groomed campus. The buildings and grounds are very attractive and well-kept. Parents help maintain the facility on designated clean-up days. The playground is clean and neat with a nearby city field available for school use. Classes are assigned weekly to the school-wide job of picking up litter as they take turns being the "Grabber Class". Maintaining a clean and safe environment is a high priority at Morello Park.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	25	24	27	203
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.8	.2
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	99.8	.2

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)		---
Psychologist	.2	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.6	---
Resource Specialist (non-teaching)	1	---
Other		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	The availability and sufficiency of English Language Arts textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education	0	Yes
Mathematics	The availability and sufficiency of Mathematics textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	0	Yes
Science	The availability and sufficiency of Science textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education	0	Yes
History-Social Science	The availability and sufficiency of History/Social Science textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	0	Yes
Foreign Language	Not applicable	NA	NA

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Health	The availability and sufficiency of Health textbooks meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	0	Yes
Visual and Performing Arts			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,778	\$530	\$5,2471	\$62,594
District	---	---	\$4,640	\$62,381
Percent Difference: School Site and District	---	---	-9.2	1.8
State	---	---	\$5,681	\$61,706
Percent Difference: School Site and State	---	---	-8.2	3.6

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Morello Park receives services funded by the following sources: School Improvement, Safe and Drug Free Schools and Communities (campus supervision, Healthy Kids Survey); Tobacco Use Prevention Education; Highly Qualified Teachers & Professional Development (staff development for certificated, classified and management staff in the Board adopted staff development focus areas); Martinez Education Foundation, Chevron Texaco Partnership Grants, Shell Oil Company grants, and other local grants (teacher and/or school wide grants to support improved student learning).

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	38,966.00	\$38,970
Mid-Range Teacher Salary	\$57,853	\$59,776
Highest Teacher Salary	\$74,901	\$78,072
Average Principal Salary (Elementary)	96,773.00	\$94,605
Average Principal Salary (Middle)	98,037	\$98,480
Average Principal Salary (High)	\$111,461	\$106,266
Superintendent Salary	141,780	\$144,721
Percent of Budget for Teacher Salaries	43.6	38.8
Percent of Budget for Administrative Salaries	5	6.0

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	71	73	73	57	62	62	46	50	52
Mathematics	75	82	82	52	62	62	43	46	48
Science	80	77	77	58	63	63	46	50	54
History-Social Science	0	0	0	42	53	53	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	70	83	84	
Female	77	81	69	
Black or African American	*	*		
American Indian or Alaska Native	*	*		
Asian	82	88	*	
Filipino	*	*	*	
Hispanic or Latino	62	70	55	
Native Hawaiian/Pacific Islander	*	*		
White	78	88	88	
Two or More Races	67	79	*	
Socioeconomically Disadvantaged	65	75	*	
English Learners	62	71	*	
Students with Disabilities	41	41	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.4	19.0	50.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	9	9	9
Similar Schools	2	2	3

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	13	11	8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	13	5	21
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	894	819	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino	831	765	715
Native Hawaiian/Pacific Islander			753
White	924	841	838
Two or More Races		764	808
Socioeconomically Disadvantaged		737	712
English Learners		718	692
Students with Disabilities		600	580

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	12.5

XI. Instructional Planning and Scheduling

Professional Development

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

The faculty at Morello Park Elementary receive non-student staff development days each year. These days are devoted to training for newly adopted curriculum materials, and for ongoing work of professional learning communities. Recent topics for staff development over the past few years have been math, working as a professional learning community, technology, understanding and analyzing student assessment data to drive instruction.

We have been working on the elements of Professional Learning Communities. Our staff has identified the standards which are most essential to student learning; the Power Standards. These standards are the focus of our work. It has guided the development of our assessment program and our faculty meeting time. We have articulated the Power Standards across the grade levels, making sure that students receive a comprehensive program from kindergarten through the fifth grade. Teachers have created common assessments and standardized the criteria with which to measure student learning. Assessment results are analyzed and action plans are created to provide extensions and additional time and support for students.

In addition, our staff is represented at the Martinez/Bencia Professional Learning Community Academy. Our team consists of the site principal and 7 teachers (2 Kindergarten, 2 First, 1 Second, 1 Third, 1 Fourth, 1 Fifth).

We have also focused much of our professional development on the use of technology to support our instructional program. Each teacher has a webpage, accessible through our school website. Parents sign up to receive frequent notifications from teachers regarding homework assignments, and curriculum updates. Many classrooms have either a SMART board or a document camera to assist in bring lessons alive and visual for students. Teachers have access to technology classes through the Contra Costa County Office of Education.

In addition, our school is continually working to develop awareness about culturally responsive teaching. A focus of the current school year is how to identify and implement best practice around teaching students of Hispanic and Latino heritage. Preparation for educating students of multiple ethnic cultures provides balance to our instructional program and serves to meet the need of all students.