

Morello Park Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Morello Park Elementary School
Street	1200 Morello Park Dr.
City, State, Zip	Martinez, CA 94553
Phone Number	(925) 335-5800
Principal	Ami Nichols
Email Address	anichols@martinez.k12.ca.us
Website	http://mpe-martinez-ca.schoolloop.com/
County-District-School (CDS) Code	07617396003875

Entity	Contact Information
District Name	Martinez Unified School District
Phone Number	(925) 335-5800
Superintendent	CJ Cammack
Email Address	abirdsell@martinez.k12.ca.us
Website	www.martinez.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

School Description and Mission Statement

Morello Park Elementary is focused on the development of the whole child. We embrace the mission statement of the Martinez Unified School District: We operate as a Professional Learning Community that effectively uses data to inform and guide instruction. We value a well-balanced educational experience that strives to meet the needs of the whole child: intellectually, socially, emotionally and physically. Together we will ensure diverse paths to support all students to be college and career ready, equipped to compete and contribute in a global society. We provide instruction that utilizes 21st Century Teaching and Learning: creativity, collaboration, critical thinking, and communication. The achievement of our goals requires the commitment and participation of all students, teachers, staff, and parent community.

Morello Park Elementary has provided exceptional educational service to the Martinez community since the original six-classroom school was built in 1965. Receiving California Distinguished School status in 2012, MPE continues to grow in offering quality education to students through the collaboration and efforts of our dedicated teachers, staff, and parents. Morello Park Elementary is a learning community committed to engaging, challenging, and supporting every student, in every classroom, every day. Our core values are aligned with the district and include: safety, equity, integrity, education and communication.

The achievement of excellence in our school community is visible and is only possible with the cooperation and dedication of teachers, staff, parents and students working together. Together, we create a place where children want to learn as we nurture them to reach their maximum potential.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	91
Grade 1	96
Grade 2	93
Grade 3	69
Grade 4	77
Grade 5	88
Total Enrollment	514

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.4
Asian	5.1
Filipino	3.7
Hispanic or Latino	22.2
White	51.4
Two or More Races	13.6
Socioeconomically Disadvantaged	15
English Learners	6
Students with Disabilities	8
Homeless	0.6

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	25	28	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

Year and month in which data were collected: 10/28/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heinemann Units of Study for Reading and Writing, new adoption Board approved in 2017. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education	Yes	0
Mathematics	Bridges Math for K-5, new adoption Board approved in 2016. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	Yes	0
Science	Pearson Scott Foresman Science for K-5, new adoption Board approved on 2007. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education	Yes	0
History-Social Science	Houghton Mifflin California Social Studies for K-5, new adoption Board approved in 2006. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.	Yes	0
Foreign Language	Not applicable		NA
Health	Positive Prevention Plus for K-5. The instructional materials are current and consistent with the instructional materials cycle adopted by the State.	Yes	N/A
Visual and Performing Arts	Not Applicable		N/A
Science Laboratory Equipment (grades 9-12)			N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

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 21 classrooms, one Learning Center, one music room, and one computer lab. Both sets of student restrooms are wheelchair accessible. Our Multi-Use room is used as our lunch room, and for 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. Students help in keeping the campus clean by assisting in trash pick ups. Maintaining a clean and safe environment is a high priority at Morello Park.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	HVAC/Mechanical (poor cooling tower) replace. All Mechanicals are outdated but serviceable.
Interior: Interior Surfaces	Fair	Clean & serviceable. Carpet replace (rotation).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair Poor	Good custodial crew
Electrical: Electrical	Fair	Serviceable
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Restrooms - serviceable. Sinks and fountains - serviceable
Safety: Fire Safety, Hazardous Materials	Fair	Serviceable. Tree roots are lifting walkways (ongoing ramps & grinding needed)
Structural: Structural Damage, Roofs	Poor	Some dry rot in sub roof eaves.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Repair cracks & reseal playground - serviceable. Trim tree limbs away from roofs. Treat N. end dry rot on exterior buildings. Needs external repaint.
Overall Rating	Fair	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	66	68	53	54	50	50
Mathematics (grades 3-8 and 11)	67	71	42	41	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	232	225	96.98	3.02	68.44
Male	115	112	97.39	2.61	67.86
Female	117	113	96.58	3.42	69.03
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	90.91
Filipino	--	--	--	--	--
Hispanic or Latino	59	56	94.92	5.08	57.14
Native Hawaiian or Pacific Islander					
White	113	110	97.35	2.65	73.64

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	29	28	96.55	3.45	57.14
Socioeconomically Disadvantaged	44	42	95.45	4.55	47.62
English Learners	23	20	86.96	13.04	65.00
Students with Disabilities	25	23	92.00	8.00	26.09
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	232	225	96.98	3.02	70.67
Male	115	111	96.52	3.48	72.97
Female	117	114	97.44	2.56	68.42
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	90.91
Filipino	--	--	--	--	--
Hispanic or Latino	59	56	94.92	5.08	55.36
Native Hawaiian or Pacific Islander					
White	113	110	97.35	2.65	75.45
Two or More Races	29	28	96.55	3.45	64.29
Socioeconomically Disadvantaged	44	43	97.73	2.27	46.51
English Learners	23	21	91.30	8.70	66.67
Students with Disabilities	25	23	92.00	8.00	34.78
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	24.7	22.4	31.8

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.

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)

Opportunities for Parental Involvement

At Morello Park, we are fortunate to have strong community support through the PTA and active parent involvement. PTA fundraisers such as the Jog-A-Thon and the annual Eagles for Excellence Dinner Dance Auction provide additional funds for school programs, 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 in classrooms and on field trips. The PTA, which meets the second Tuesday of every month, offers a wide array of ways to participate in school projects: the Harvest Festival, Harvest of the Month, FAME, STEAM 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 district level Technology Advisory Committee, and the English Learner Advisory Committee. All levels of involvement strengthen the school-family bond and encourage student participation in positive school activities.

Teachers send home newsletters and/or post information on the MPE Website, highlighting curriculum being taught and notifying parents of upcoming events at the school. The principal sends a Monthly Newsletter highlighting events and updating the community on activities. Other forms of communication from the principal or staff include REMIND, DOJO, Twitter and Parent Link emails or phone messages. Our website contains our current school year activities calendar and other pertinent information. Parents are encouraged to attend Back to School Night, annual parent conferences in October and Open House in the spring.

Parent Involvement is a large contributor to the success of the students at Morello Park Elementary. The strong bond between parents and the school contribute to the close working partnership and student success that is visible on our campus.

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

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.9	1.2	1.7	5.3	4.6	5.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

School Safety Plan

Morello embraces safety and adheres to the Comprehensive Safe School Plan, by making safe practices a priority. 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. "Lock Down and Lock Out" drills occur frequently to prepare for emergencies. We believe that practicing on a regular basis along with classroom discussions will create safe habits and student awareness in an actual emergency. 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 and email. The office staff, principal, noon supervisors, and the custodians facilitate communication throughout the campus when necessary. All staff has been trained on emergency and reunification procedures.

Safety has also been discussed with our parent community. There is a designated area for drop off and pick up so students wait in a supervised area and are called to a numbered cone as their parents arrive. Visitors are required to sign in the office and wear a badge throughout their visit. Students are supervised before and after school by certificated adults. Parents are to drop off their children and need to sign in the office if they are going to remain on campus. Animals are prohibited on school property. Updated communication is shared with parents via REMIND, Twitter, phone messages and emails.

Date of Last Review/Update: August 2019

Date Last Reviewed with Staff: August 2019, October 2019 and throughout the year

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.

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		4		24		4		185		4	3
1	24		3		24		4		24		4	
2	24		3		23		3		23		4	
3	23		4		23		3		23		3	
4	29		3		30		3		26		3	
5	27		4		30		3		29		3	
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.

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

Title	Ratio
Academic Counselors*	514.0

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	2.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,433.41	\$361.27	\$6,072.14	\$85,744.23
District	N/A	N/A	\$5,886.69	\$72,226.00
Percent Difference - School Site and District	N/A	N/A	3.1	16.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-62.2	18.3

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 (Fiscal Year 2018-19)

Morello Park receives services funded by the following sources: 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,123	\$46,208
Mid-Range Teacher Salary	\$68,370	\$72,218
Highest Teacher Salary	\$88,518	\$92,742
Average Principal Salary (Elementary)	\$125,902	\$134,864
Average Principal Salary (Middle)	\$130,549	\$118,220
Average Principal Salary (High)	\$129,738	\$127,356
Superintendent Salary	\$188,700	\$186,823

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	36%	33%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		3	3

Martinez Unified professional development focus for the past eight years has been to transform classroom practice to meet the demands of college and career readiness. Content emphasis has been on the implementation of the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the use of technology to transform and enhance instruction. Though each individual school site varies in its particular needs around these areas, as a district the vision for Professional Development is consistent among all schools. As the focus has shifted from the transition to the CCSS to the implementation of the instructional rigor needed to fully address the standards, Professional Learning has had to shift as well. In the past few years, MUSD has emphasized the changes required of educators around key focus areas: mindset, intentionality, instruction, and access.

Professional Development is formally provided to all teachers two full-days a year; one day in August and one in January. In addition to the full-day training provided, three half-day PD release times are provided to our teaching staff. This year these release times have been focused on Writing Calibration across all elementary sites. We have also provided time to train teachers in our new IXL online skill-building platform. This supplemental program provides Tier I differentiated support and a customized learning plan for all K-5 students. Additional opportunities for individual and grade-level specific professional development in other content areas, i.e. EL learners, math, Universal Design for Learning, etc. are also provided based on teacher needs and site requests.

Beginning in 2017-18, and continuing through and into 2019-20, professional development at the elementary level has been focused on the implementation and extension (with the recent addition of a K-2 Phonics Program) of Readers and Writer's Workshop. To support implementation and student learning, MUSD has brought in consultants who are expertly trained in the Columbia Teachers' College Reading and Writing Project model. These coaches have supported our teachers in varying ways over the past three years. Each year professional development has been designed to support teacher and student growth, as well as rigor within this program. Training includes "demo days" where the coaches plan and model instruction with teachers and then, in turn, teachers practice in front of the coaches. The coaches have also spent time with principals discussing the elements of the workshop model, what to look for when conducting classroom observations, and how to give feedback to teachers within the workshop. This has built the capacity of our teachers and principals to sustain the implementation of high-quality instruction within our Balanced Literacy block. In addition, the coaches work with Reading and Writing Support Teachers from each site to provide additional training. The Support Teachers (primary and upper elementary teachers from each site, up to four teachers per site) meet five times a year with the coaches, as well as provide training and support for colleagues at their respective school sites via staff meetings, grade-level training, and 1:1 support.

At Morello, staff has been trained on the following in addition to the district training provided: Behavior Support, Mindset, Equity, Cultural Responsiveness, Youth Suicide Prevention & Awareness, Mandated Reporter, Bloodborne Pathogen, Asbestos Awareness and Safety Protocols.