



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Merlo Institute of Environmental Technology
Address:	1670 East 6th Street, Stockton, CA 95206
CDS Code:	39 68676 0115402
District:	Stockton Unified School District
Principal:	Bukky Oyebade
Revision Date:	March 6, 2018
District Governing Board approved:	April 10, 2018

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

Contact Person:	Bukky Oyebade
Position:	Principal
Phone Number:	209-933-7190
E-mail Address:	ooyebade@stocktonusd.net

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SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

English Learner Parent Involvement Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA 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 SPSA was adopted by the SSC at a public meeting on 3/6/18.

Attested:

Bukky Oyeade
Typed Name of School Principal

Signature of School Principal

Signature of SSC Chairperson

03-07-2018
Date

Daniel Klingelsmith
Typed Name of SSC Chairperson

3-7-2018
Date

Mission

Insert the school site's mission.

The mission of Merlo Institute of Environmental Technology is to provide a safe, relevant and engaging environment for our students. Through the use of professional learning communities (PLC) and the implementation of Project Lead the Way and the National Academy Foundation (NAF) curriculum, students will experience real life situations beyond the boundaries of the classroom. Merlo graduates will be environmentally responsible citizens equipped with the knowledge, problem solving abilities, technology skills needed to succeed in postsecondary education, and an ever changing global economy.

Vision

Insert the school site's vision.

Merlo Institute's vision is to graduate motivated, empowered, adaptable, critical thinking students, who are prepared for successful post-secondary education, careers and global competition.

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

Introduction of Merlo Institute and Its Programs

Environmental Engineering and Advocacy

Edward C. Merlo Institute of Environmental Technology (Merlo IET) is a specialty high school within the Stockton Unified School District. Merlo serves students in grades 9 through 12. Merlo institute has two pathways: Environmental Engineering and Multimedia programs. We are affiliated with and have adopted the (NAF) and Project lead The Way (PLTW) Engineering Curricula for our career technical courses. For our core courses, our teachers have adopted the Common Core and Next Generation standards.

With regards demographics, approximately 91% of our students are Hispanic, 3% African American, 3% Caucasian and about 4% of our students are Asian, Filipino and American Indian.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

ELA

1. Raise ELA proficiency on CAASPP by 10% over 2015/16 performance by July 2017.
2. Increase the percentage of students in grades 9-11 meeting the expected Reading growth targets on the MAP test and achieve no less than 20% proficiency in ELA on the same test.

Major expenditure: Personnel compensation: Substitutes and regular staff time for collaboration and planning

Math

1. Increase math proficiency on CAASPP by 10% over 2015/16 performance by July 2017.
2. Increase the percentage of students in grades 9-11 meeting the expected Math growth target on the MAP test and achieve no less than 20% proficiency in ELA on the same test.

Major expenditure: Personnel compensation: Substitutes and regular staff time for collaboration and planning

English Learners

1. By July 2017, the percentage of English Learners meeting/exceeding ELA & Math standards will grow by no less than 10% over the previous year.
2. By July 2017, the percentage of LTELS will decrease by 10% over the previous year.
3. By July 2017, the percentage of reclassified students will increase by 2%

Major expenditure: Personnel compensation: Substitutes and regular staff time for collaboration and planning

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Fully Implemented Strategies:

1. Provide release time for collaboration and ELA, ELD and Math teacher planning. Teachers identified priority standards and developed lesson plans leading to assessments.
2. After school tutoring for math and ELA
3. Additional technology to assist with classroom instruction, and preparation for online assessments.

Strategies not fully implemented:

1. Student placement following CELDT scores. Additional sections would have been needed to place all ELD students in appropriate levels and classes. As a result of limited staffing, some higher level ELD students were not placed in ELD courses. Additionally, 2 of the the 3 ELD teachers had 0-2 years of teaching experience and working with ELD students.

2. ELA support and intervention plan was less effective many students could not stay after school for the needed support thus limiting intervention. Intervention will have to be implemented during the regular school day to maximize access to students.

Barriers to fully implementing the above-named strategies were staffing and inability to get students to stay after school. With nearly 30% of our students designated as English learners, it is critical that we provide support to aid them in better acquiring the much-needed skills in reading and writing so they can be successful in all subject areas and meeting proficiency on standardized tests.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Last year during the second quarter, Merlo teachers spent time identifying the priority standards mostly tested on the SBAC tests. Following this, staff began to analyze and design assessments similar to the SBAC. Most staff found it easier to develop assessments that supported ELA standards and as such Merlo saw our CAASPP scores rise by providing this additional collaboration opportunity proved to be valuable to our whole staff. Following these steps, we observed a 20-point gain over the 2015 CAASPP results.

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Merlo's school site council spent a considerable amount of time analyzing the CELDT, MAP and CAASPP test results. We identified trends, strengths and weaknesses that enabled us to set some goals for our students. These goals also assisted with setting aside funds to meet student needs. The SPSA was frequently revisited and reviewed to ensure compliance. Members of the SSC further identified strategies that will be further implemented in the next school year. One area of focus for the SSC will be develop a plan for monitoring and changing action plans mid-year when necessary. Such a plan will be implemented in 2018.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

Goals Met:

ELA: CAASPP: Merlo students attained the CAASPP goal with a growth of 20% instead of the original 10% goal.

Math: MAP: On the Winter 2017 MAP test, over 20% of students in grade 9 and 12 met proficiency.

Partially Met:

ELA: MAP: On the Winter 2017 MAP test, with the exception of the 11th grade, over 20% of students attained proficiency on the Reading test.

Goals Not Met:

ELA/Math: students in 11th grade attained less than 20% proficiency on both the CAASPP and MAP tests.

ELD: We were not able to raise ELD performance in math as projected.

Future Steps:

Math intervention:

1. Teachers to identify skills and instructional gaps on MAP/CAASPP tests. Admin, department chair to allocate additional time for staff to address gaps in a targeted group of students. One math teacher to may have to use his prep period to work with students in grade 11.
2. Current teacher to assign student tutors/buddies in the classroom. Bi-weekly assessments to be assigned and reviewed by teachers.

ELA:

1. ELA teachers to identify trends and gaps from MAP data and develop strategies for addressing these gaps. Periodic assessments to reviewed for progress.

ELD:

1. Identify students close to reclassification and meet with these students to develop a plan for attaining reclassification.
2. ELD Teachers to attend training/support from LDO.

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

According to the California Dashboard, the Graduation Rate state indicator is “blue” signifying High and has also reporting a change status of increased significantly (10.3%). Merlo will continue to work with students to ensure they are on-track with graduation and have access to extended learning opportunities, such as credit recovery and independent study.

At Merlo, subject teachers and departments have spent time better understanding the demands of the CAASPP and MAP tests. With time and training, more teachers have become more comfortable with developing assessments that mirror the rigor and skills assessed on standardized tests. This year (2017/18), on the MAP reading tests, we experienced up to 20% gains in grades 9,10 and 12 from Winter to Fall. In math, a similar growth pattern was observed as well. These growth patterns were observed across our ethnic groups and English learners.

In the 2017/18 school year, for the second semester, math teachers identified students with the greatest needs and will be administering intervention during the class period rather than after school. Effective January 15, during the 4th, 5th and 6th periods, under the supervision of the teacher, student tutors will be working with other students on specific skills. Also, one of the math teachers will begin to meet with targeted students to address skill gaps. Bi-weekly assessments will be administered and reviewed for progress. This plan will include all students (EL, EO, RSP, etc.) in the 11th grade at this time.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs:

1. The Suspension Rate state indicator is “Yellow” for all students, which indicate high suspensions, however, during the Spring 2017 data report suspensions dropped by .6%. Merlo continues to plan pre-emptive actions to address at-risk students before more significant infractions occur. Interventions will include teacher-principal-student conferences to mitigate negative behaviors where possible. Other strategies will include celebrations promoting positive behaviors and providing incentives for sustained improvement.
2. The English learner progress state indicator is “Orange” for all students, which indicates low progress at 60.3%. A high need for effective change is necessary due a decline of 7.4%. Over the last 2 school years, Merlo has seen its ELD student count grow from an average of 72 to 83 students. The number of LTELS have remained significant. Merlo teachers will need to adjust instructional strategies to meet the needs of our ELs. Teachers will request and attend workshops and training sessions geared towards meeting the needs of ELs. Compensation will be allocated to pay for substitutes.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

The Suspension Rate state indicator (Yellow for All Students) meets the criteria of performance gap as the English Learner subgroup is identified as “Red”. Merlo institute will implement PBIS strategies that promote a positive school climate and publicly celebrates desired behaviors over negative behaviors.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

Merlo continues to make efforts to engage our parent community more than ever before. During the 2016/17 school year, we hosted three successful after school events that engaged our community with our student clubs and teachers. These events were organized by students, classified and certificated Merlo staff.

In addition to the above, Merlo hosts monthly advisory meetings that involve businesses, local colleges and other educators at our site. These partners provide opportunities for field trips, campus tours, job-shadows and mock interviews for our students.

Finally, Merlo hosts events geared towards our parent community. Apart from SSC meetings, we host parent workshops, DELPIC breakfast events, Back to School/open house events and parent-teacher conferences.

ELPIC/ Parent Breakfast dates: 9/30/17, 12/12/17, 2/16/18, 4/13/18

Parent- Teacher conferences: 9/21; 1/25, 4/05

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement	Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending conferences/training focusing on evidenced based, instructional practices, assessments, curriculum, Professional Learning Community work, AVID, ELD Institute, etc.	# of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of trainings/conf erences attended Common Formative Assessments	Quarterly	\$4,500 (Conferences) \$5,000 1,500 (Substitutes)	Title I	52150 11700
1.2 Academic Student Achievement	To improve the academic program and increase rigor in science through tools/equipment/resources by enhancing student hands on experiential learning and increase opportunities to meet A-G requirements.	pre/post assessments culminating projects Lab Reports	Quarterly	\$21,830 (Instructional Materials)	Title I	43110
1.3 Student Intervention	To provide students identified needing Tier 2 intervention supports such as tutoring, one-on-one/small group instruction, etc. addressing reading, writing, and mathematics.	# of small group instruction events # of Tier 2 students # of students at grade level # of students below grade level # of students making progress.	Monthly	\$5,000 \$2,241 (Add. comp)	Title 1	11500

<p>1.4 Academic Student Achievement</p>	<p>Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. iPads, poster maker, chromebooks, etc.), web-based programs (e.g. Newsela, PBL, Kami, etc.), etc.</p>	<p>Teacher technology usage · Teacher log · Observations Student technology usage Common Formative Assessments</p>		<p>\$4,000 1,500 (Equipment) \$2,500 \$1,000 (Non-Inst. materials) \$500 (CorpYard) \$1,500 (Maintenance Agreement) \$300 (Equipment Repair) \$500 (Telephone)</p>	<p>Title 1</p>	<p>44000 43200</p>
<p>1.5 Academic Student Achievement</p>	<p>To provide EL students with resources and supports such as tutoring, one-on-one/small group instruction, etc. that aid in increasing student achievement and reclassification.</p>	<p># of EL students monitored # of EL students assessed (initial) # of EL students reassessed # of EL student RFEP # of EL students at grade level # of EL students below grade level # of EL students making progress</p>	<p>Annual</p>	<p>\$4500 (Conferences)</p>	<p>Title 1</p>	<p>52150</p>
<p>1.6 Academic Student Achievement</p>	<p>Provide students with hands on experiential learning opportunities to supplement core instruction and promotion of college/career</p>	<p># of field trips # of guest speakers # of mock college admission events # of CTSO events</p>	<p>Quarterly</p>	<p>\$2,500 (Field Trip-District Trans) \$1,000 (Field Trip - Non-District Trans) \$2,500</p>	<p>Title I LCFF</p>	<p>57250 58720 58920</p>

	<p>readiness through field trips (including college fields trips), guest speakers, traveling exhibits, college readiness workshops (e.g., mock college admission events, lessons pertaining to A-G, college research, etc.), Career Technical Student Organizations (e.g. SkillsUSA, etc.), etc.</p>	<p>pre/post assessment culminating project</p>		<p>\$1,500 (Pupil Fees)</p>		
<p>1.7 College and Career Preparatory Opportunities</p>	<p>To provide student with equitable access to career technical courses, A-G requirements, and academic advisement to students.</p>	<p># of students meeting A-G requirements # of students not meeting A-G requirements # of students being case managed # of Students with D grades # of students with F grades (Decrease D and F rate) # of students in academic rescue # of A-G presentations # of A-G transcript reviews # of students completing career pathways</p>	<p>Quarterly</p>	<p>\$67,974 (Salary/Benefits)</p>	<p>LCFF</p>	<p>12151</p>

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement	Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending conferences/training focusing on evidenced based, instructional practices, assessments, curriculum, Professional Learning Community work, AVID, ELD Institute, etc.	# of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of trainings/conferences attended Common Formative Assessments	Quarterly	\$4,500 (Conferences) \$5,000 1,500 (Substitutes)	Title I	52150 11700
2.2 Academic Student Achievement	To improve the academic program and increase rigor in science through tools/equipment/resources by enhancing student hands on experiential learning and increase opportunities to meet A-G requirements.	pre/post assessments culminating projects Lab Reports	Quarterly	\$21,830 (Instructional Materials)	Title I	43110
2.3 Student Intervention	To provide students identified needing Tier 2 intervention supports such as tutoring, one-on-one/small group instruction, etc. addressing reading, writing, and mathematics.	# of small group instruction events # of Tier 2 students # of students at grade level # of students below grade level # of students making progress.	Monthly	\$5,000 \$2,241 (Add. comp)	Title 1	11500

<p>2.4 Academic Student Achievement</p>	<p>Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. iPads, poster maker, chromebooks, etc.), web-based programs (e.g. Newsela, PBL, Kami, etc.), etc.</p>	<p>Teacher technology usage · Teacher log · Observations Student technology usage Common Formative Assessments</p>		<p>\$4,000 1,500 (Equipment) \$2,500 \$1,000 (Non-Inst. materials) \$500 (CorpYard) \$1,500 (Maintenance Agreement) \$300 (Equipment Repair) \$500 (Telephone)</p>	<p>Title 1</p>	<p>44000 43200</p>
<p>2.5 Academic Student Achievement</p>	<p>To provide EL students with resources and supports such as tutoring, one-on-one/small group instruction, etc. that aid in increasing student achievement and reclassification.</p>	<p># of EL students monitored # of EL students assessed (initial) # of EL students reassessed # of EL student RFEP # of EL students at grade level # of EL students below grade level # of EL students making progress</p>	<p>Annual</p>	<p>\$4500 (Conferences)</p>	<p>Title 1</p>	<p>52150</p>
<p>2.6 Academic Student Achievement</p>	<p>Provide students with hands on experiential learning opportunities to supplement core instruction and promotion of college/career</p>	<p># of field trips # of guest speakers # of mock college admission events # of CTSO events</p>	<p>Quarterly</p>	<p>\$2,500 (Field Trip-District Trans) \$1,000 (Field Trip - Non-District Trans) \$2,500</p>	<p>Title I LCFF</p>	<p>57250 58720 58920</p>

	<p>readiness through field trips (including college fields trips), guest speakers, traveling exhibits, college readiness workshops (e.g., mock college admission events, lessons pertaining to A-G, college research, etc.), Career Technical Student Organizations (e.g. SkillsUSA, etc.), etc.</p>	<p>pre/post assessment culminating project</p>		<p>\$1,500 (Pupil Fees)</p>		
<p>2.7 College and Career Preparatory Opportunities</p>	<p>To provide student with equitable access to career technical courses, A-G requirements, and academic advisement to students.</p>	<p># of students meeting A-G requirements # of students not meeting A-G requirements # of students being case managed # of Students with D grades # of students with F grades (Decrease D and F rate) # of students in academic rescue # of A-G presentations # of A-G transcript reviews # of students completing career pathways</p>	<p>Quarterly</p>	<p>\$67,974 (Salary/Benefits)</p>	<p>LCFF</p>	<p>12151</p>

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement	Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending conferences/training focusing on evidenced based, instructional practices, assessments, curriculum, Professional Learning Community work, AVID, ELD Institute, etc.	# of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of trainings/conferences attended Common Formative Assessments	Quarterly	\$4,500 (Conferences) \$5,000 1,500 (Substitutes)	Title I	52150 11700
3.2 Academic Student Achievement	To improve the academic program and increase rigor in science through tools/equipment/resources by enhancing student hands on experiential learning and increase opportunities to meet A-G requirements.	pre/post assessments culminating projects Lab Reports	Quarterly	\$21,830 (Instructional Materials)	Title I	43110
3.3 Student Intervention	To provide students identified needing Tier 2 intervention supports such as tutoring, one-on-one/small group instruction, etc. addressing reading, writing, and mathematics.	# of small group instruction events # of Tier 2 students # of students at grade level # of students below grade level # of students making progress.	Monthly	\$5,000 \$2,241 (Add. comp)	Title 1	11500

<p>3.4 Academic Student Achievement</p>	<p>Supplemental materials, resources, and technology to support core instruction such as project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. iPads, poster maker, chromebooks, etc.), web-based programs (e.g. Newsela, PBL, Kami, etc.), etc.</p>	<p>Teacher technology usage · Teacher log · Observations Student technology usage Common Formative Assessments</p>		<p>\$4,000 1,500 (Equipment) \$2,500 \$1,000 (Non-Inst. materials) \$500 (CorpYard) \$1,500 (Maintenance Agreement) \$300 (Equipment Repair) \$500 (Telephone)</p>	<p>Title 1</p>	<p>44000 43200</p>
<p>3.5 Academic Student Achievement</p>	<p>To provide EL students with resources and supports such as tutoring, one-on-one/small group instruction, etc. that aid in increasing student achievement and reclassification.</p>	<p># of EL students monitored # of EL students assessed (initial) # of EL students reassessed # of EL student RFEP # of EL students at grade level # of EL students below grade level # of EL students making progress</p>	<p>Annual</p>	<p>\$4500 (Conferences)</p>	<p>Title 1</p>	<p>52150</p>
<p>3.6 Academic Student Achievement</p>	<p>Provide students with hands on experiential learning opportunities to supplement core instruction and promotion of college/career</p>	<p># of field trips # of guest speakers # of mock college admission events # of CTSO events</p>	<p>Quarterly</p>	<p>\$2,500 (Field Trip-District Trans) \$1,000 (Field Trip - Non-District Trans) \$2,500</p>	<p>Title I LCFF</p>	<p>57250 58720 58920</p>

	<p>readiness through field trips (including college fields trips), guest speakers, traveling exhibits, college readiness workshops (e.g., mock college admission events, lessons pertaining to A-G, college research, etc.), Career Technical Student Organizations (e.g. SkillsUSA, etc.), etc.</p>	<p>pre/post assessment culminating project</p>		<p>\$1,500 (Pupil Fees)</p>		
<p>3.7 College and Career Preparatory Opportunities</p>	<p>To provide student with equitable access to career technical courses, A-G requirements, and academic advisement to students.</p>	<p># of students meeting A-G requirements # of students not meeting A-G requirements # of students being case managed # of Students with D grades # of students with F grades (Decrease D and F rate) # of students in academic rescue # of A-G presentations # of A-G transcript reviews # of students completing career pathways</p>	<p>Quarterly</p>	<p>\$67,974 (Salary/Benefits)</p>	<p>LCFF</p>	<p>12151</p>

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, PLUS program, counseling, structured student engagement activities, etc. to decrease suspensions and improve attendance.	# of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$0		

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, PLUS program, counseling, structured student engagement activities, etc. to decrease suspensions and improve attendance.	# of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$0		

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, PLUS program, counseling, structured student engagement activities, etc. to decrease suspensions and improve attendance.	# of student attending school # of student attending on time # of discipline referrals # of students suspended	Monthly	\$0		

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as Parent coffee/ breakfast meetings, DELPAC meetings to provide opportunities for school involvement	# of meetings coordinated # of parents attending	Monthly	\$1,107 \$10 (Parent Meeting)	Title I	43400

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as Parent coffee/ breakfast meetings, DELPAC meetings to provide opportunities for school involvement	# of meetings coordinated # of parents attending	Monthly	\$1,107 \$10 (Parent Meeting)	Title I	43400

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as Parent coffee/ breakfast meetings, DELPAC meetings to provide opportunities for school involvement	# of meetings coordinated # of parents attending	Monthly	\$1,107 \$10 (Parent Meeting)	Title I	43400

Section V: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Bukky Oyebade	n/a	n/a	Y				
Gabriela Macias	09/2017	09/2019				Y	
Silvia Sanchez	10/2016	9/2019				Y	
Gilberta Lopez	10/2017	10/2019				Y	
Daniel Esparza	2016	2018					Y
Jonatan Salguero	2017	2019					Y
Alejandro Mejia	2017	2019					Y
Daniel Klingelsmith	10/2016	10/2018		Y			
Hannah Niane	10/2017	10/2019		Y			
Christine Wehner	10/2016	10/2018		Y			
Myrna Leon	10/2016	10/2018			Y		
Numbers of members of each category:			1	3	1	3	3

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.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: MERLO HIGH SCHOOL
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp			5,000		\$ 5,000.00	Goal 1 - 3
11700	Teacher Substitute			5,000		\$ 5,000.00	Goal 1 - 1
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach					\$ -	
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
						\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 10,000.00	\$ -	\$ 10,000.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials			21,830		\$ 21,830.00	Goal 1 - 2
43200	Non-Instructional Materials			2,500		\$ 2,500.00	Goal 1 - 4
43400	Parent Meeting		1,117			\$ 1,117.00	Goal 3 - 1
44000	Equipment			4,000		\$ 4,000.00	Goal 1 - 4
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 1,117.00	\$ 28,330.00	\$ -	\$ 29,447.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans			2,500		\$ 2,500.00	Goal 1 - 6
57160	Nurses					\$ -	
57400	CorpYard			500		\$ 500.00	Goal 1 - 4
56590	Maintenance Agreement			1,500		\$ 1,500.00	Goal 1 - 4
56530	Equipment Repair			300		\$ 300.00	Goal 1 - 4
52150	Conference			9,000		\$ 9,000.00	Goal 1 - 1, 5
59140	Telephone			500		\$ 500.00	Goal 1 - 4
58450	License Agreement					\$ -	
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees			2,500		\$ 2,500.00	Goal 1 - 6
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ 16,800.00	\$ -	\$ 16,800.00	
	Total		\$ 1,117.00	\$ 55,130.00	\$ -	\$ 56,247.00	
	Differential		-	-		-	
	2016-17 Carryover		10	14,985		14,995	
	Revised 2017-18 Allocation		1,107	40,145		41,252	
			1,117	55,130		56,247	

SCHOOL NAME: MERLO HIGH SCHOOL
Preliminary Budget Allocation - LCFF
2017-2018

Object	Description	FTE	LCFF/SCE 23030 Instructional-L-SC E/General	LCFF/SCE 23031 Extended Day/Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp		2,241		\$ 2,241.00	Goal 1 - 3
11700	Teacher Substitute		1,500		\$ 1,500.00	Goal 1 - 1
12151	Counselor		67,974		\$ 67,974.00	Goal 1 - 7
13201	Assistant Principal				\$ -	
19101	Program Specialist				\$ -	
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant				\$ -	
24101	Library Media Clerk				\$ -	
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 71,715.00	\$ -	\$ 71,715.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials				\$ -	
43200	Non-Instructional Materials		1,000		\$ 1,000.00	Goal 1 - 4
43400	Parent Meeting				\$ -	
44000	Equipment		1,500		\$ 1,500.00	Goal 1 - 4
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 2,500.00	\$ -	\$ 2,500.00	
Services						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference				\$ -	
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans		1,000		\$ 1,000.00	Goal 1 - 6
58920	Pupil Fees		1,500		\$ 1,500.00	Goal 1 - 6
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 2,500.00	\$ -	\$ 2,500.00	
	Total		\$ 76,715.00	\$ -	\$ 76,715.00	
	Differential		-		-	
	Allocations		76,715		76,715	