



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

EDWARD C. MERLO INSTITUTE

## Contents

School Plan for Student Achievement (SPSA) Template .....	3
Purpose and Description .....	3
Stakeholder Involvement .....	5
Resource Inequities .....	6
Goals, Strategies, Expenditures, & Annual Review .....	7
LCAP/SPSA Goal 1 – Student Achievement .....	7
Identified Need .....	8
Annual Measurable Outcomes .....	19
Strategy/Activity 1 .....	20
Strategy/Activity 2 .....	22
Strategy/Activity 3 .....	24
Strategy/Activity 4 .....	27
Strategy/Activity 5 .....	29
Strategy/Activity 6 .....	30
Annual Review – Goal 1 .....	31
Analysis .....	31
Goal 2 – School Climate .....	36
Identified Need .....	37
Annual Measurable Outcomes .....	40
Strategy/Activity 1 .....	41
Strategy/Activity 2 .....	44
Strategy/Activity 3 .....	46
Annual Review – Goal 2 .....	47
Analysis .....	47
Goal 3 – Meaningful Partnerships .....	52
Identified Need .....	53
Annual Measurable Outcomes .....	54
Strategy/Activity 1 .....	55
Strategy/Activity 2 .....	57
Strategy/Activity 3 .....	59
Strategy/Activity 4 .....	60
Annual Review – Goal 3 .....	61
Analysis .....	61
Budget Summary .....	64

Budget Summary .....	64
Other Federal, State, and Local Funds .....	64
Budget Spreadsheet Overview – Title I .....	65
Budget Spreadsheet Overview – LCFF .....	66

School Year: 2020-2021

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Edward C. Merlo Institute	39686760115402	Ver 1 – 05/12/2020	Ver 1 – 05/21/2020	Ver 1 – 07/28/2020

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Edward C. Merlo Institute is implementing a Schoolwide Program.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Merlo Institute's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

Merlo Institute developed a school plan (2020-2021) which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on Thursday, May 07, 2020 and will be submitted for board approval.

Throughout the 2019-2020 school year, School Site Council reviewed the activities relating to the school's budget. For example, on September 30, 2019, the budget and goals of the school year were introduced to the new members of the School Site Council. Together, the new and old members reviewed the goals of the SPSA and the budget, focusing specifically on data related to ELA and Math. Parents were specifically concerned with providing time for teachers in both the ELA and Math departments with collaboration that would be geared towards developing strategies to help students in these areas reach their target goal. Instructional coaches for both subject areas would also be incorporated into this model.

At the mid-year meeting, which took place in January, data from the fall and winter I-ready exams was shared by the council. Scores in reading showed improvement, while scores in math stayed steady. A plan geared towards having students read on campus was introduced and discussed. The intention of this reading plan was to help improve literacy skills in both ELA and Math. It would also provide ELL's additional opportunities to also improve their reading. The purchasing of new laptops for the Engineering class was also discussed. At the conclusion of this mid-year meeting, the council approved the use of school funds to buy eight new laptops for the Engineering class. Additional laptops would be purchased utilizing funds being provided by the district's STEM Coordinator. During this mid-year meeting, all stakeholders agreed to the purchase of these new laptops using available funds.

At the spring meeting which took place on May 6th, members of the school site council were presented with a draft of the 20-21 SPSA and budget for Title I and LCFF. The goals and focus of the new SPSA were shared via Zoom. At the conclusion, it was agreed by all stakeholders that a continued focus would be placed on ELA and Math. In addition, parents emphasized the need for a continued focus on providing students with more social and emotional resources.

As a result of the stakeholder input, Merlo Institute reviewed, evaluated and rewrote several key components of our plan as well to complete the Decision Making Model (a component of the CNA) in May 2020. School Site Council also voted to approve the draft of the 20-21 SPSA. This draft will be submitted to the board for approval in June 2020.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on the data review that was completed there are no resources inequities at Merlo Institute.

# Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

## LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 2021, the percentage of students meeting or exceeding the standard in English Language Arts will increase by 5 percentage points.

By June 2021, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 percentage points.

School Goal for Math: (Must be a SMART Goal)

By June 2021, the percentage of students meeting or exceeding the standard in Math will increase by 5 percentage points, (average of 5 percent growth per year).

By June 2021, the percentage of EL students meeting or exceeding the standards in Mathematics will also increase by 5 percentage points.

School Goal for Science: (Must be a SMART Goal)

By June 2021, the percentage of students meeting or exceeding the standard in Science will increase by 5 percentage points.

School Goal for College and Career Readiness: (Must be a SMART Goal)

By June 2021, increase the percentage of students who have completed courses that satisfy UC or CSU entrance requirements (or programs that align with state board approved career technical educational standards) by 5 percent.



**Identified Need**

- Be sure English Learner data is reviewed and included.

**ELA/ELD:**

Last year, 7% of the Merlo student population met or exceeded the standard on the ELA portion of the 2017-2018 SBAC. This percentage has greatly improved and in 2018-2019 SBAC, 37% of the Merlo student population met or exceeded the standard on the ELA portion of CAASPP. For ELL's in 2017-2018 0% of the students met the standards on the ELA portion of the CAASPP. As with the whole student population, the number of ELLs who met or exceeded the standard in 2019 was 4% on the ELA portion of the SBAC on the CAASPP.

**Math:**

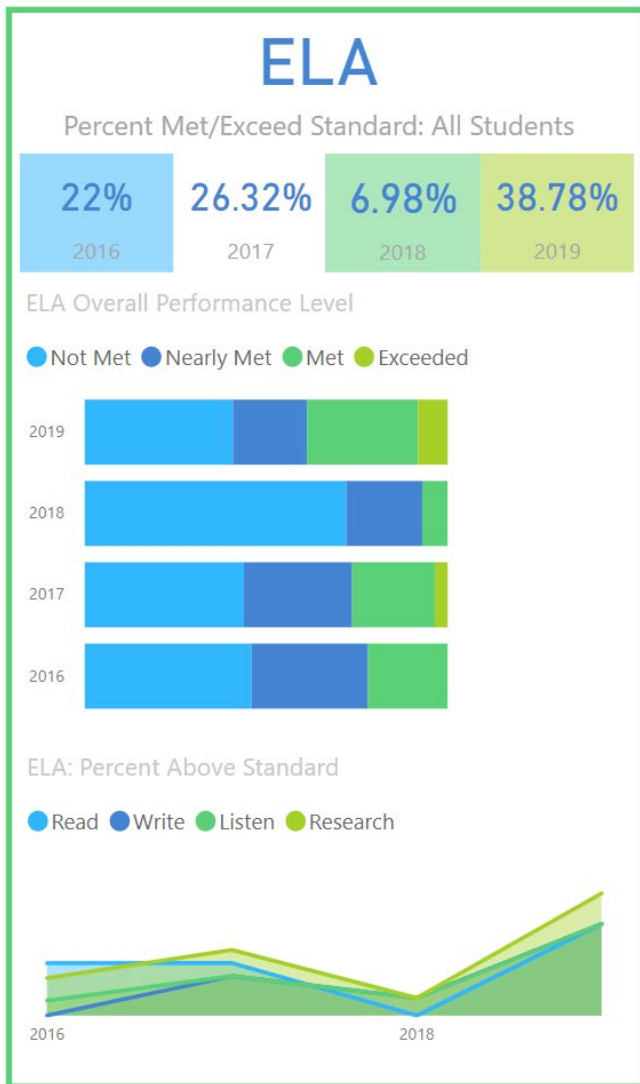
Last year, only 2% of the Merlo student population met or exceeded the standard on the Mathematics portion of the 2017-2018 SBAC. This number improved on the 2018-2019 SBAC. 20% of the Merlo student population met or exceeded the standard on the Math portion of CAASPP. For ELL's in 2017-2018 0% of the students met the standards on the Math portion of the CAASPP. However, the number of ELLs who met or exceeded the standard in the Math portion of the SBAC improved to 4% in 2019 on the CAASPP.

**Science:**

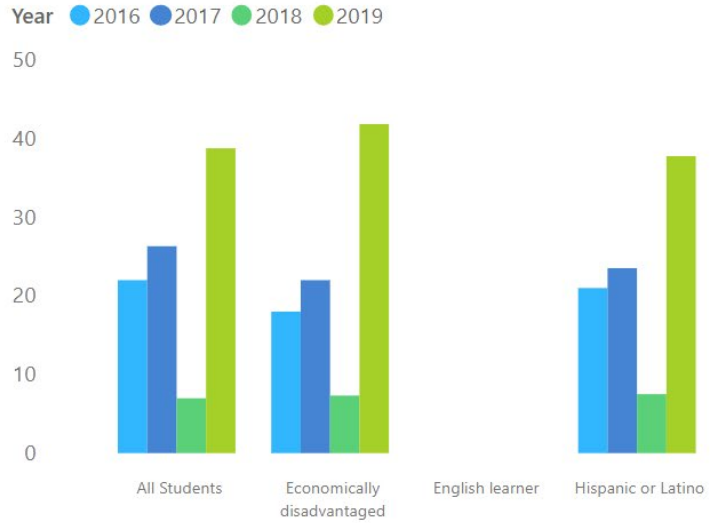
The percentage of students who met or exceeded the standard on Science portion of SBAC was 18.37% in 2019.

**College and Career Readiness:**

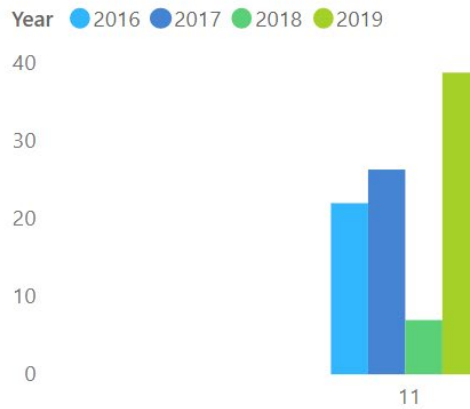
Last year, our graduation rate was 88%. At the same time, only 16.7 % of our student population met the A-G requirements for admission into UC or CSU colleges. Only 48% of students graduating from Merlo meet CSU or UC A-G requirements. For 2018-2019, we have a 100% graduation rate. However, the number of students who are A-G compliant continues to remain low, with only 29.55% of our student population meeting the A-G requirements for UC or CSU colleges.



ELA CAASPP: Percent Met/Exceed Standard

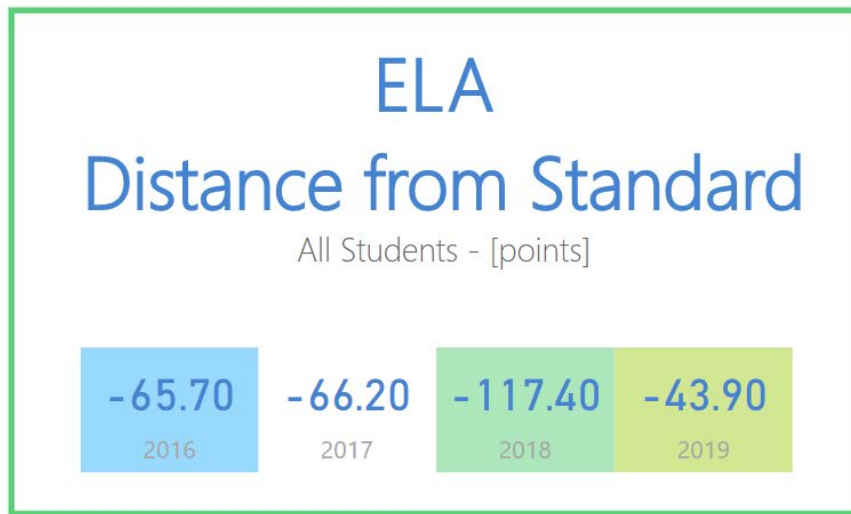


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



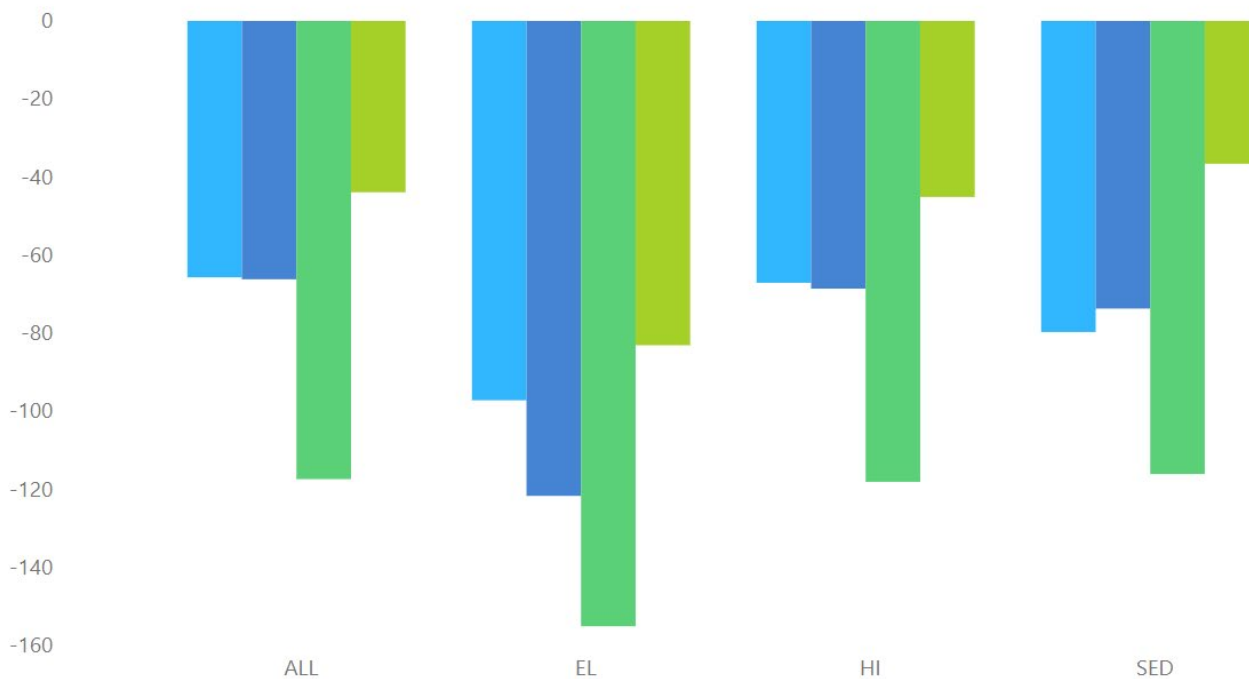
2019 Prelim ELA CAASPP: Area - Percent Above Standard



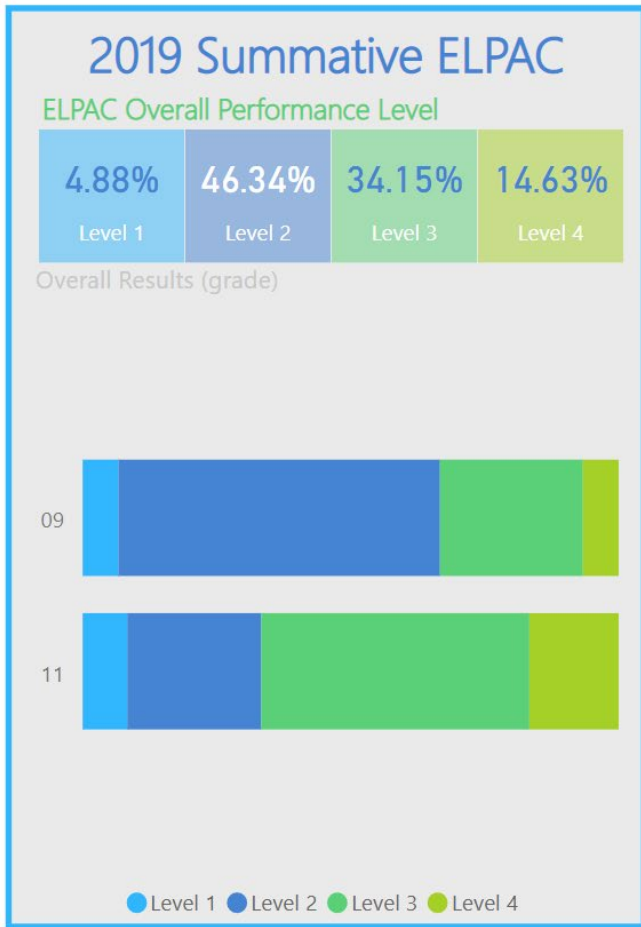


ELA Distance from Standard [points]

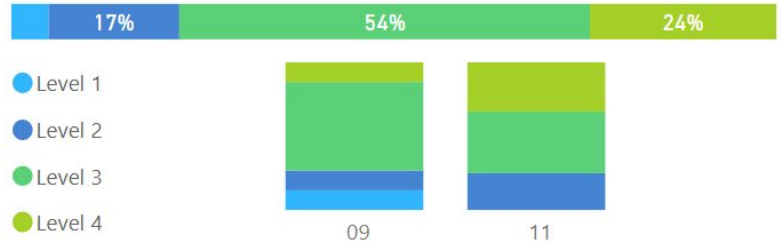
Year ● 2016 ● 2017 ● 2018 ● 2019



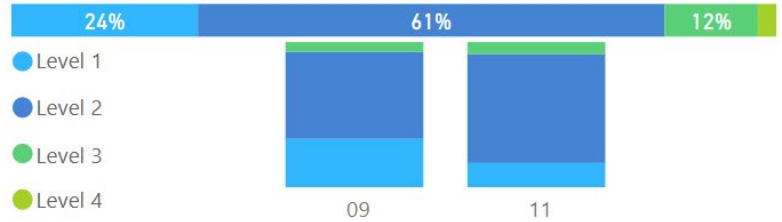
page 3 SUSD RA 12122019 v3r1



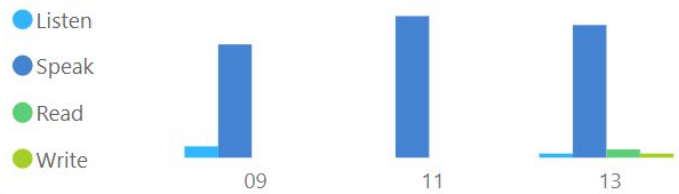
#### Oral Language Overall Performance Level



#### Written Language Overall Performance Level

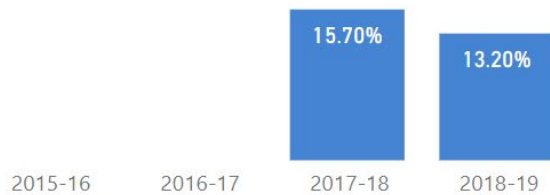


#### Performance Area: Percent Well Developed



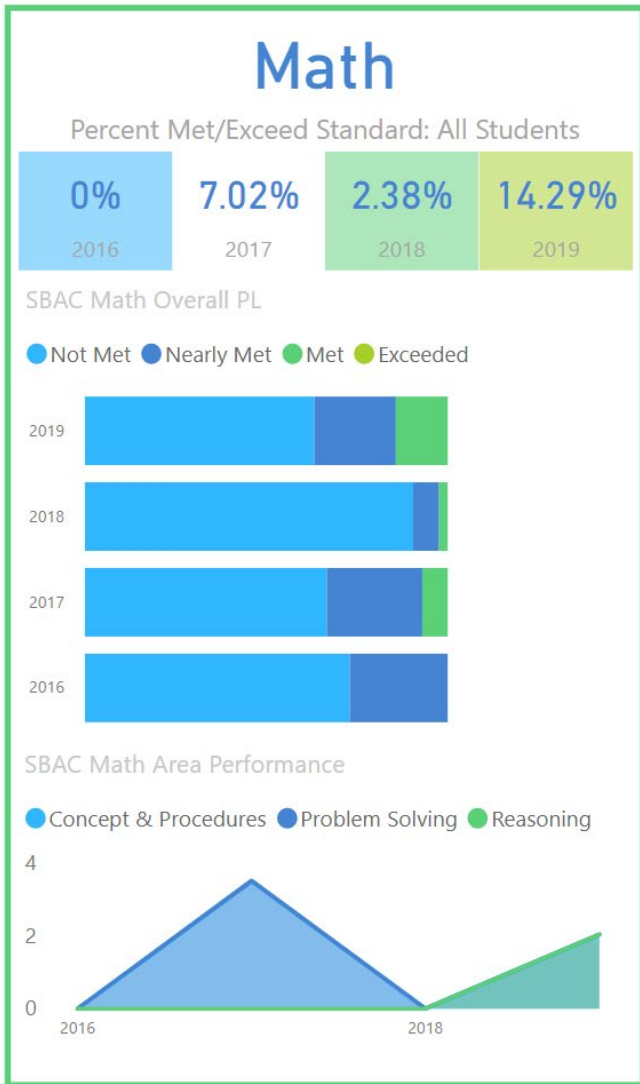
### English Learner Progress Reclassification Rates

#### English Learner Progress Indicator (ELPI)

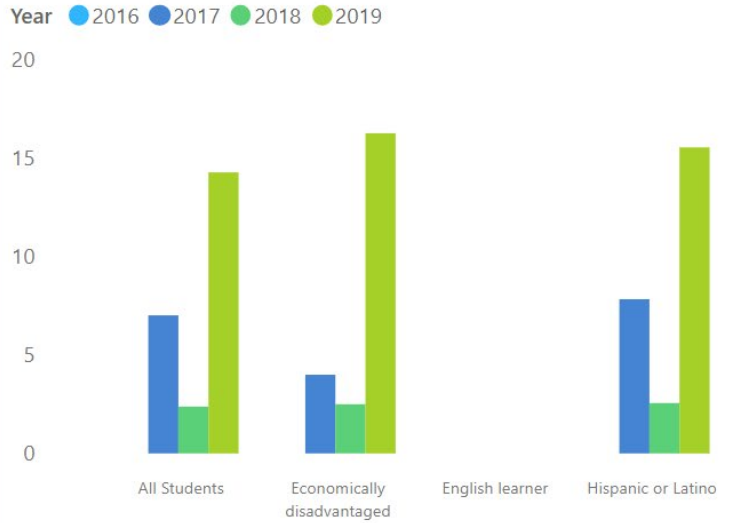


44.1%

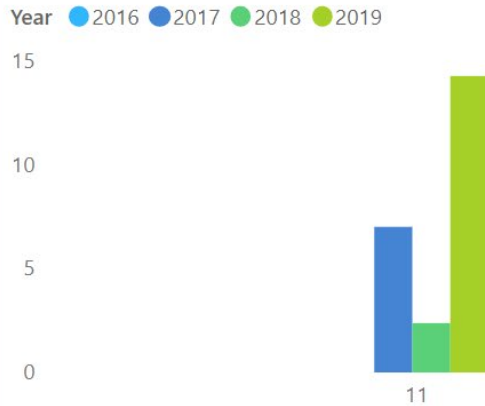
ELPI 2019



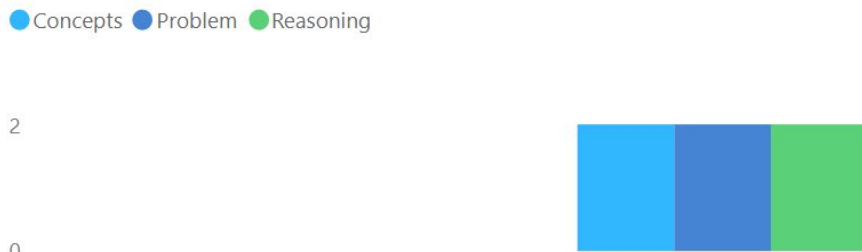
Math CAASPP: Percent Met/Exceed Standard

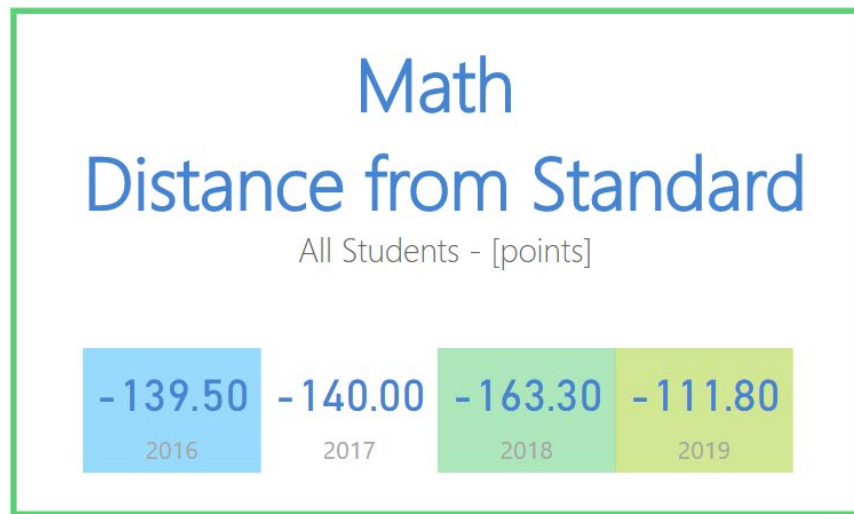


Math CAASPP: Percent Met/Exceed Standard by Grade Level

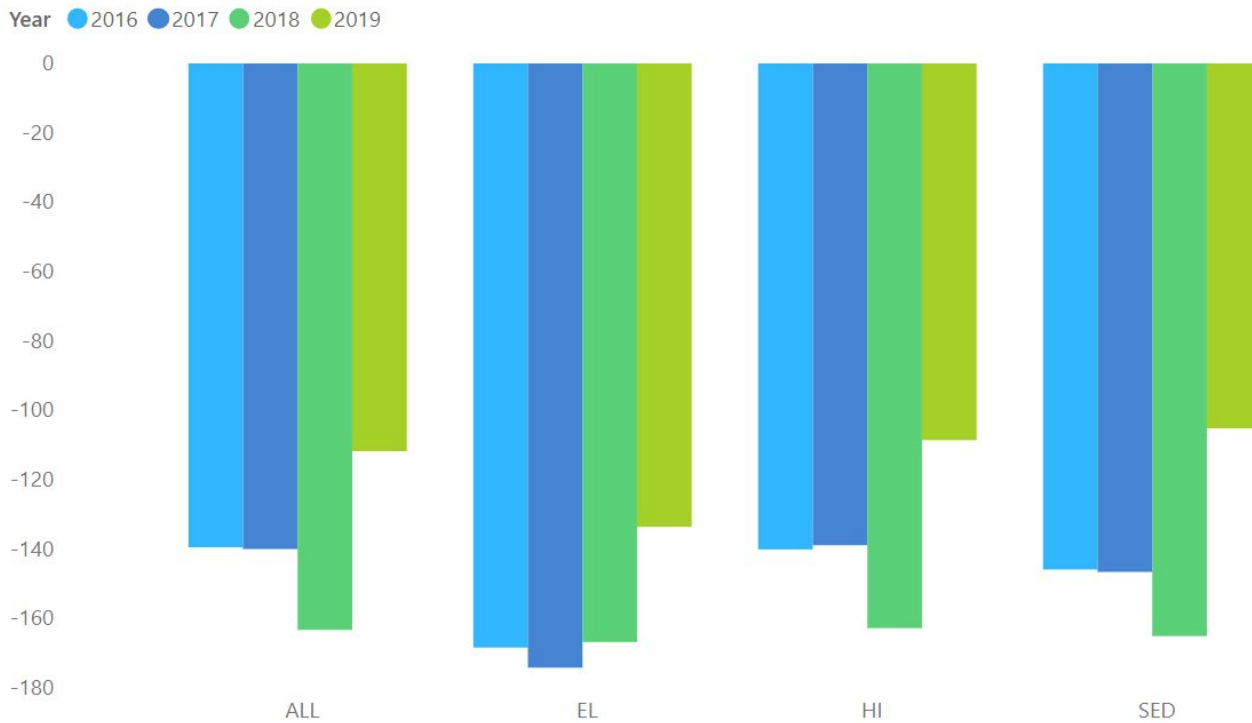


2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

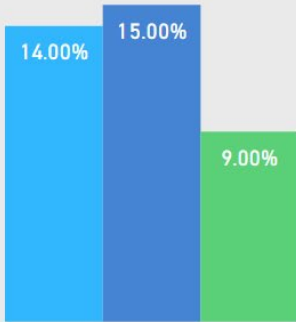


page 5 SUSD RA 12122019 v3r1

# PSAT NMSQT Grade 10

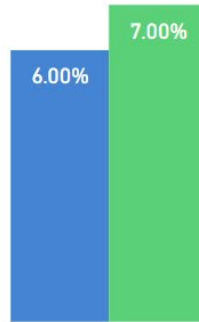
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

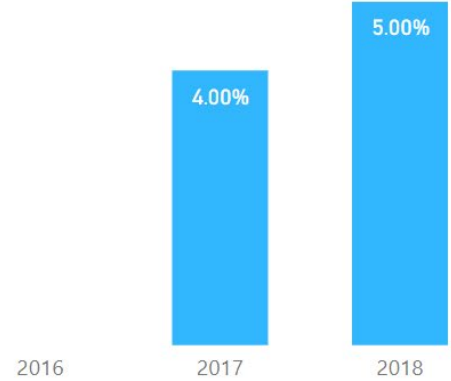


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



Percent Met ERW & Math Benchmark



# PSAT 8/9 Grade 8

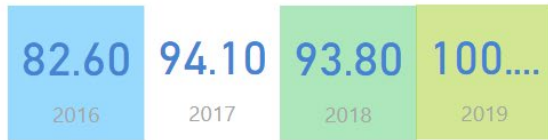
Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

Percent Met ERW & Math Benchmark

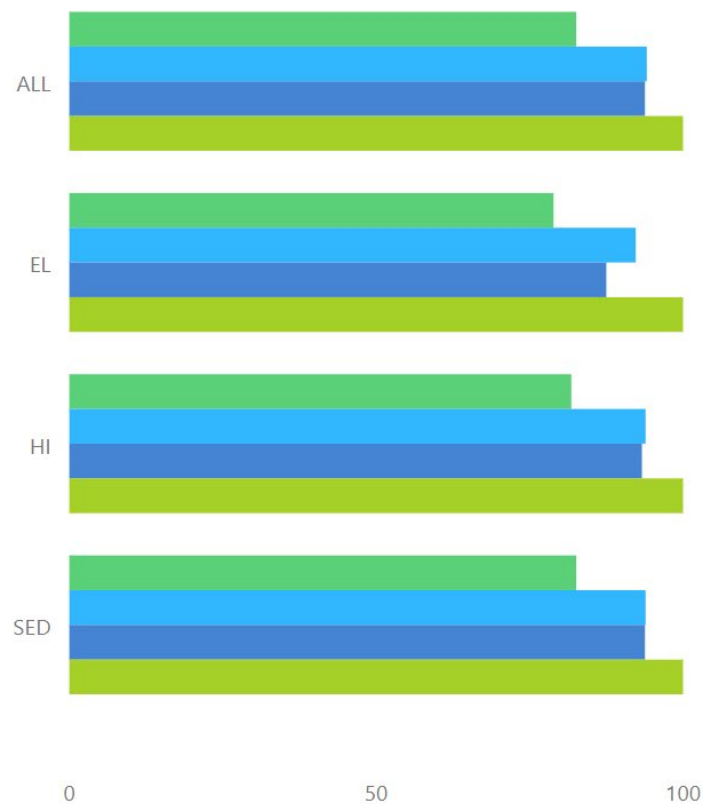
# Graduation Rate

Four Year Cohort - All Students



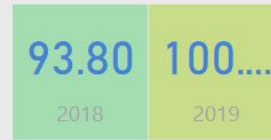
Four-Year Student Group Graduation Rate

Year ● 2016 ● 2017 ● 2018 ● 2019



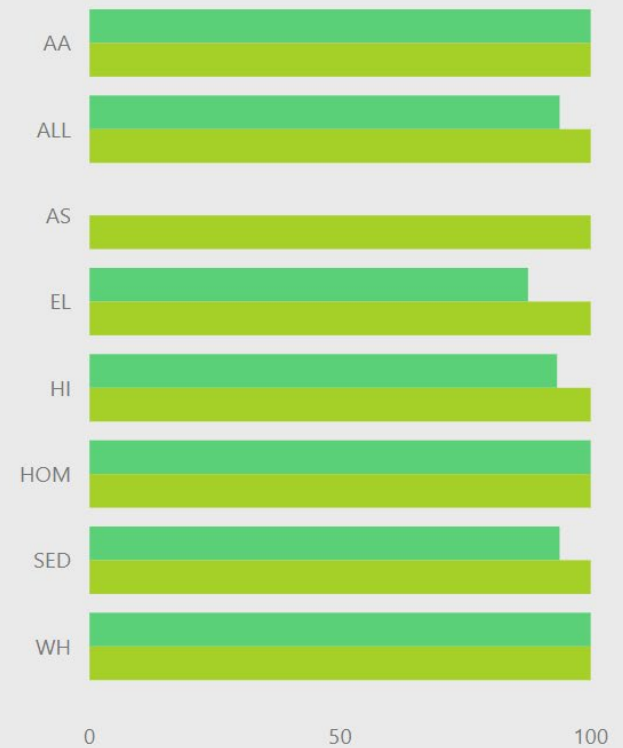
# Graduation Rate

Four-Five Year Combined - All Students



Four-Five Year Combined Student Group Graduation Rate

Year ● 2018 ● 2019







Percent CCI Prepared by Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019



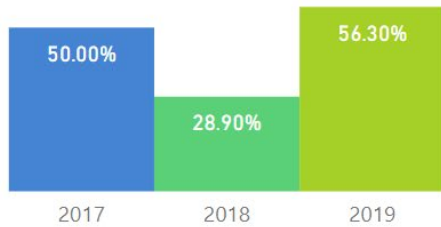
2019 CCI Percent Prepared by CCI criteria

Student Group	Year	UC/CSU	Dual Enrollment	CTE	IB Exam	Military Science	Summative SBAC	State Seal: Biliteracy	AP Exam
ALL	2019	100.00	0	0.00	0.00	0.00	20.00	40.00	0.00
EL	2019	100.00	0	0.00	0.00	0.00	0.00	0.00	0.00
HI	2019	100.00	0	0.00	0.00	0.00	25.00	50.00	0.00
SED	2019	100.00	0	0.00	0.00	0.00	20.00	40.00	0.00

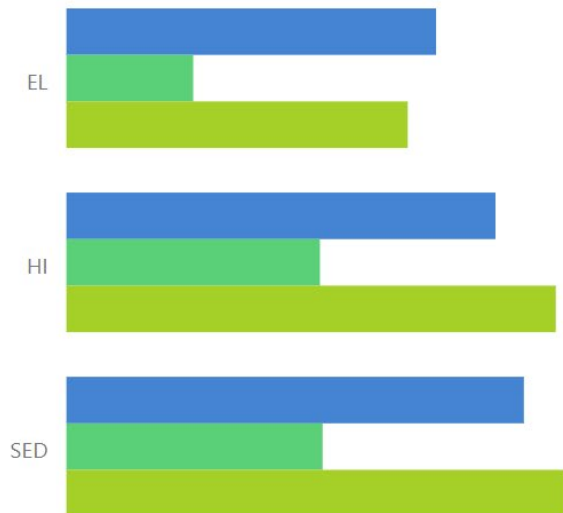
## UC/CSU

Graduates meeting A-G requirements

Percent Graduates Met UC/CSU (A-G)



Year ● 2017 ● 2018 ● 2019



page 12

SUSD RA 12122019 v3r1

## College-Going Rate

High School Completers

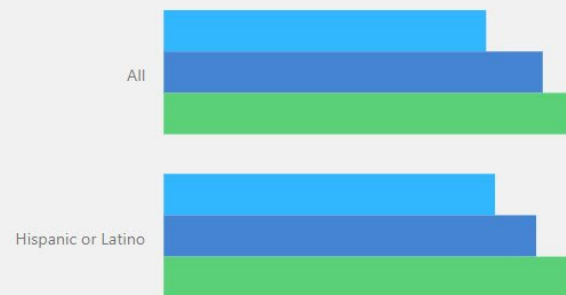
Percent of High School Completers and College Enrollment

● College-Going ● No Record of College Enrollment



Percent of High School Completers and College Enrollment

Year ● 2015-16 ● 2016-17 ● 2017-18



# Advanced Placement



AP Courses Offered	Eng Lang & Comp	Eng Lit & Comp	Calculus AB	Calculus BC	Statistics	Physics	Biology	US History	US Govt	European History	World History	Micro-economics	Spanish Lang & Culture	Music Theory	Studio Art
Cesar Chavez High	•	•	•	•		•		•			•		•	•	•
Edison High	•	•	•	•	•			•	•		•		•		
Edward C. Merlo Institute of Environmental Studies	•	•						•					•		
Health Careers Academy	•	•					•								
Pacific Law Academy	•	•	•		•		•	•	•	•					
Stagg Senior High	•	•	•			•	•	•		•			•		
Stockton Unified Early College Academy	•		•	•		•	•	•	•	•		•			

## Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-43.9 points below standard	-38.0 points below standard

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-111.8 points below standard	-106.0 points below standard

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending yearly district provided conferences or training focusing on evidenced based, instructional practices, assessments, curriculum, Professional Learning Community work, AVID and ELD specific training.

Provide curricular and instructional support to new and experienced teachers in Math and ELA. Instructional coaches will promote teacher collaboration, conduct action or instructional walks with teachers as well as provide professional development relevant to teacher's subject matter. Instructional coaches will provide further support through co-teaching, co-planning or demo lessons in the classroom.

Substitutes to release teachers for full day collaboration, lesson studies, and instructional walks focusing on ELA and Math. Teachers will be provided two days during each quarter for six (6) teachers (6 teachers X 6 days X \$200= \$7500.00)

Use common formative assessments in all content areas as the basis for continuous cycle of improvement. Collaboration, data reviewing, and instructional practices will be shared on a bi-weekly basis.

(Teacher Additional Hourly for data review in support of instructional practices. 93 hours X \$60 = \$5,997)

Area of Focus: District Provided Core Subject Workshops: Attendees will include 4 teachers from ELA and 2 teachers from Math. Teachers will attend workshops at various times throughout the school year as they are offered by the district.

Area of Focus: ELD: District Provided ELD Workshops: Attendees will include ELD coordinator (1) and 3 teachers from ELA department. Teachers will attend workshops at various times throughout the school year as they are offered by the district.

Area of Focus: Avid: District Provided Avid Workshops: Attendees will include Avid Site Coordinator (1) and 3 teachers from ELA department. Teachers will attend workshops at various times throughout the school year as they are offered by the district.

### Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$ 5,997	11500	Teacher Additional Hourly
\$ 7500	11700	Substitutes
\$ 7,859	52150	Conferences
		2 @ .5 FTE Instructional Coaches – Centralized Service

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

To provide students with resources and support to increase reading and writing proficiency across all disciplines. Students will be provided with library books and designated library time. Each Thursday, students will be provided with an atmosphere that is conducive to literacy through the “Merlo Reading Thursday” program. All classes will dedicate the class period to SSR (Silent Sustained Reading) or course specific reading during each 30-minute class period. AVID reading strategies such as “marking the text” and identifying the “gist” will also be incorporated.

To provide students with resources and support to improve literacy skills (e.g., fluency, accuracy, vocabulary, and comprehension, and listening), improve basic math computation and solving word problems (e.g., fluency, computation, accuracy and comprehension) using AVID Inquiry strategies to increase rigor (such as emerging level for English Learner students) and meet grade level expectations (e.g., level 2 and 3 question development, close reading, web-based programs that supports student collaboration (e.g., pair-share, philosophical chairs and carousel).

EL students who need to be reclassified will be placed in appropriate ELD classes. Students will be provided with targeted one-on-one or small group instruction, hands-on instruction and after school tutoring. Supplemental materials and readings will be provided to students to support learning and instruction.

Applicable supplemental instructional materials include notebooks, binders, paper for graphic organizers, journals, writing tools-whiteboard/chart paper and technology. AVID organizational tools.

Cost: \$4,500 – Title I, \$5,000 – LCFF

Bilingual Assistant (.4375 FTE) will work with students in class (small group or one-on-one) practicing content learned during instruction. Tutoring will also be offered and available for EL students after school.

Teachers will use various equipment such as the copier, duplo, laminator and printers. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. Maintenance Agreement Cost: \$3,997

All teachers, including resource and those newly added to the staff will also be issued a chromecart to ensure that their students have the proper technology required to access grade level curriculum,

lessons and assessments. Chromebooks will be utilized on a daily basis as part of the core and elective curriculum. New chromebooks will be added to the carts as needed due to damage of chromebooks growth of student population or the addition of a new class to master schedule.

### Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$3,997	56590	Maintenance Agreement
\$4,500	43110	Instructional Materials
\$12,000	44000	Replacement/Additional Chromebooks/Cart

#### Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$5,000	43110	Instructional Materials
\$50,000	29101	.4375 FTE Bilingual Assistant (salary & benefits)
\$800	43400	Parent Meeting



### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

To provide students with College and Career Readiness strategies by implementing rigor in classroom instruction and 21st century skills, monitoring completion of graduation requirements (A-G) and utilizing a comprehensive guidance program to support student achievement.

The counselor will meet with students to discuss transcripts and establish semester goals. Counselor and students will complete an Individualized Student Four Year Plans. The counselor will monitor student achievement and schedule coursework to meet district graduation and A-G requirements. Opportunities for grade recovery are identified by the counselor to support students who are not on track to meet graduation requirements. Grade level advisors will also monitor student achievement through continuous academic evaluations and refer students to the counselor based on academic need and support.

Credit recovery and the achievement of graduation and A-G requirements may also be completed through the APEX program. Students will be placed in this program by the school counselor.

Students will be provided with opportunities to participate in grade level College Entrance Examinations, i.e PSAT for 10th graders and SAT/ACT for 11th and 12th graders. Grade level advisors will provide students with opportunities to practice exam questions using resources provided by Khan Academy and College Board. 11th graders will participate in the College Readiness Pilot program for the first quarter of the 2020-2021 school year and will be provided with incentives for successful completion of 20 hours of practice questions.

All grade levels will be provided with Grade Level Academic Boot Camps which will provide students with the opportunity to review transcripts and learn about graduation, A-G and college requirements. All grade levels will be provided with one grade level, college field trips to explore firsthand UC, CSU, Technical and Private) school offerings and majors. College tours will only take place pending Covid-19 restrictions and will only be offered in the spring. These tours will include visits to the following colleges:

9th Grade: Sacramento State: March 2021: The purpose of this trip is to provide the 9th grade students with an opportunity to become familiar with the atmosphere and learn first-hand some aspects of college life.

10th Grade: CSU Monterey: April 2021: The purpose of this trip will be to help students envision a different future for themselves.

11th Grade: April 2021: The purpose of this trip will be to promote early awareness of college preparation, selection, admissions, financial aid and other critical steps for college entry.

12th Grade: Students at this grade level will participate in virtual college tours in the fall.

The goal for all college tours is to provide students of all grade levels with the opportunity to learn about the academic and extracurricular activities available and to also help them imagine what it would be like if they were in college and demystifies misconceptions. Students leave the campus energized and hopeful for their new future as a college student. The overall main goal of these trips is to place into context the economic and personal value of obtaining a postsecondary education

Grade level college tours will be offered to all students in grades 9-11. Students will be required to sign-up to participate. Substitutes will be provided for teachers in each grade level. Grade level advisors for each grade level will be invited to attend these college tours. Our school site Guidance Counselor will also assist with supervision during these tours.

Substitutes to release teachers for full day collaboration, lesson studies, and instructional walks focusing on ELA and Math. Teachers will be provided two days during each quarter for six (6) teachers

6 substitutes X 6 of days X \$ 200 per diem rate of pay = \$7,500 total cost

# of students meeting graduation requirements, # of students meeting A-G requirements, # of students participating in PSAT, SAT and ACT, # of students participating in college tours/field trips# of students completing courses through APEX

### Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$ 5,000	57250	Field Trip District Trans
\$ 5,000	58720	Field Trip Non District Trans

## Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$2,500	57250	Field Trip District Trans
\$2,500	58720	Field Trip Non District Trans

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects including PLTW/STEM project materials.

Applicable supplemental materials include math manipulatives, paper for graphic organizers, writing tools (white boards/chart paper), STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and PLTW specific materials. Cost: \$2,500 – LCFF

Students will also be provided with college tours/visits via virtual tours that focus on the STEM field as a way to provide them with informational opportunities related to this field. These tours will be provided to all students, grades 9-12 who are enrolled in the Engineering, Digital and Media Arts and Environmental Science classes. Students who are also enrolled in the Avid 9-12 classes will also participate in these virtual tours.

Teachers will collaborate and be provided with collaboration time both in-house and with other teachers in SUSU.

### Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

School Plan for Student Achievement| SY 2020-2021

Page 27 of 66

Version 1 – Board Approval 07/28/2020

\$ Amount(s)	Object Code	Description
\$2,500	43110	Instructional Materials

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Through the PLC process, teachers will collaborate their instruction and monitor student achievement through common formative assessments. Teachers will use data from Illuminate or curriculum-based assessments as part of this process. Opportunities for reteaching and mastery of standards will be identified through data analysis within the PLC. Additional support for students will be provided through in class interventions and after school tutoring.

After school tutoring will be provided four times a week for one hour. Teachers will provide students with support and resources needed for the mastery of skills. Re-teaching of concepts and standards through targeted small group intervention or one-on-one instruction will be provided to students during this time so that they can complete their homework or assignments.

### Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Subgroup: Preschool, Transitional Kindergarten

### Strategy/Activity

Provide students opportunities to:

- \*interact with their peers who will attend their kindergarten class promoting social skills,
- \*establish a connection between the kindergarten teacher and preschooler,
- \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- \*attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

### Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

#### Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

# Annual Review – Goal 1

## SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### 2018-2019 (Year 2)

##### Implementation

- 1a. ELA and Math departments provided two release days for collaboration and planning. One release day was completed at the beginning of the school year. The second was completed during the second semester.
- 1b. Two teachers (1 from ELA and 1 from Math) and administrator attended the Standards Institute in summer of 2018
- 1c. Three teachers (1 from ELA, 1 from Foreign Language and 1 from Science) and school counselor attended Avid Institute in summer of 2018
- 1d. ELD coordinator attended district provided professional development
- 1e. Cornell notes were introduced site wide
- 1f. Bilingual assistant provided assistance in core, ELD and elective classes
- 1g. College tours offered to students in grades 10-12.
- 1h. All 12th graders offered opportunity to take the SAT at various times throughout the school year
- 1i. Students in 9-12 participated in grade level academic “bootcamps”

##### Effectiveness

- 1a. Collaboration was effective. Students data showed improvement in both ELA and Math
- 1b. Training was very effective; information was shared with the whole staff. However, the idea of “breaking the standards” and “prioritizing” the standards was not fully implemented site wide
- 1c. Training was not fully effective; Avid Site Plan and goals were not fully implemented. Merlo was not certified as an Avid school as a result.
- 1d. ELD coordinator shared strategies from training with the whole staff during collaboration meetings.
- 1e. The model was implemented effectively in some of the departments, although the level of implementation varied. This model was, however, not implemented successfully site wide.
- 1f. Bilingual assistant had a difficult time meeting the needs of all of the students. Coordinating her time between the different classes became demanding, especially because she only worked part time.



1g. Not all students in grades 10-12 took advantage of the opportunity to attend these tours. There is still not enough interest or buy in by the students in terms of college. Many do not see the benefits of obtaining a college degree or are fearful of the cost of attending college.

1h. Not all 12th graders took advantage of this opportunity or assistance provided.

1i. Not all students bought into information provided or completed the academic plan. More needs to be done to encourage students on the importance of doing well in their classes and meeting A-G requirements.

### **2019-2020 (Year 3):**

#### **Implementation**

1a. Instructional coaches provided coaching and instruction in the coaching cycle of co-teaching, demo lessons, and observation/feedback.

1b. Administrator and instructional coaches met weekly to discuss implementation of curriculum, teaching strategies and assessment data

1c. ELA and Math departments provided one day of release time for collaboration at the beginning of the school year. Time included work with instructional coaches and administrator

1d. ELA and Math departments participated in instructional walks

1e. Teachers meet with their departments weekly and then with their colleagues twice a month to plan for assessments, lesson studies, and to discuss outcomes of leadership walks and professional development needs

1f. All EL students placed into appropriate ELD class

1g. Reading “Thursdays” implemented

1h. Bilingual assistant provided in class assistance to students in core and ELD classes

1i. Class Advisors met after progress reports and report card time to discuss student outcomes and interventions needed. Admin and counselors also meet to review student data, adjust courses and instructors as needed, as well as implement needed interventions.

1j. All grade levels participated in one college tour

1k. Students in 10-12 participated in Academic/College Boot camp

1l. 10th and 11th grade participated in the PSAT

1m. 12th graders participated in SAT

1n. APEX utilized for credit recovery

#### **Effectiveness**

1a. Two coaches became a part of the staffing at Merlo. They provided guidance with the new curriculum in both Math and ELA, co-teaching moments and met with teachers every other week during their common preps

1b. These meetings had a great impact. Both the ELA and Math departments showed great growth. Teachers became comfortable with the curriculum. Meetings provided insight into strengths and

weaknesses of departments and possible professional development opportunities for teachers. Information also provided guidance in terms of class offerings for the 20-21 school year. Meetings continued via zoom during the last few months of school.

1c. Student I-Ready data shows that these collaboration meetings and release time was very effective. Students in both ELA and Math showed steady growth from fall to winter. No results are available for the spring because of Distance Learning

1d. Each department completed one instructional walk with their coach. The overall effectiveness of this activity cannot be fully measured because of the school closures.

1e. Both departments were provided a common prep once a week to meet and collaborate. Teachers also met with instructional coaches during this time. This practice will continue in the 20-21 school year.

1f. ELD coordinator identified all EL students on campus and provided this list to the school counselor to ensure that all EL students were placed in the appropriate ELD class. Placement and reclassification of these students was closely monitored during the first semester. Students who reclassified during this time were removed from the ELD class. ELD coordinator has continued to monitor EL students even during this time of distance learning.

1g. “Reading Thursdays” were implemented in January. The intention of this program is to increase the literacy skills of all students. The effectiveness of this program cannot be fully evaluated at this time because of the school closures. However, this program will be implemented at the start of the 20-21 school year and its effectiveness will be evaluated at the end of the 1st quarter of the next school year.

1h. Bilingual assistant became a full-time position. However, despite this, finding a way to meet the needs of all EL students were still difficult. Our bilingual assistant created a schedule between the different students on her caseload and divided her time between them. However, this did not always work because the needs of the students varied from one to another and this meant that our bilingual assistant might need to spend more time with one student and miss her time with another. Lastly, our bilingual assistant was only with us for the first semester. She took a different position for the second semester at another school site. A new bilingual assistant is currently being sought for the 20-21 school year.

1i. This started as a successful strategy and helped to provide the school counselor with updated information about student academic success. However, by the middle of the first semester, this strategy began to fall apart, and some class advisors became overwhelmed by the work. This strategy will need to be evaluated for next year.

1j. This was very successful. Only a handful of students in the 10th, 11th and 12th grades did not take part in these college tours.

1k. Information shared at grade level bootcamps was helpful for most of the students. However, there are still some who do not fully buy into the idea of meeting the A-G requirements or college.

1l. Only a small percentage of students at both grade levels missed this test. Data shows that the 11th graders were not fully ready for this test. Data also shows that some of the 10th graders scored higher than the 11th graders.

1m. Only a few students did not participate in the district provided SAT. However, having the district pay for the SAT and having the SAT administered at the school site helped with student participation.

1n. APEX continues to be the main source for student recovery. Only one student from the Class of 2020 did not fully complete this program.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

### **2018-2019 (Year 2):**

#### **Material Changes**

It was determined that more support needs to be provided for students in both ELA and Math. More collaboration time was provided at the end of the school year. It was also determined that additional assistance would be provided for both departments via instructional coaches.

Many departments struggled with the implementation and use of Cornell notes. There was no format being used and professional development related to this tool varied from one to another.

Increasing student literacy was identified as a need, especially in ELA and Math.

District implemented new curriculum in ELA and Math

### **2019-2020 (Year 3)**

#### **Material Changes**

Instructional coaches were added to the staffing.

Teachers in ELA and Math departments met monthly with instructional coaches

Teachers in ELA and Math were provided with one common prep a week

Literacy improvement because of the focus of both ELA and Math. Programs such as “Reading Thursdays” were created for this purpose.

All ELL students were placed in appropriate ELD classes.

Class Advisors and the school counselor worked collaboratively to monitor and track student academic success at each grade level

Loss of bilingual assistant due to transfer, currently a vacant position.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

### **2018-2019 (Year 2):**

#### **Future Changes**

Instructional coaches will be added to the school staff

ELA and Math departments will be provided with at least one common prep

ELA and Math departments will be provided with at least 3 release days to collaborate and lesson plan

There is a need for more training on student engagement and content rigor. Additional teachers will be sent to AVID, will receive coaching and will be provided with curriculum training.

Make the position of Bilingual Assistant full time. Also provide them with a set schedule of when to meet with students.

### **2019-2020 (Year 3)**

#### **Future Changes**

There is a need for all core classes to be provided with collaborative release time: one day each semester.

Provide opportunities for cross-curricular assignments or assessments to be created.

ELA and Math departments will work on identify priority standards

Provide students with regular indicators of student academic progress. This should be done through student planners or weekly progress reports as needed.

Provide timely and effective feedback on assignments/assessments/projects

Follow-up and monitoring of teachers who are not regularly updating their gradebooks or completing grade checks in student planners.

Provide collaboration time for Class Advisors to work with the school counselor on identifying students who are at risk.

## Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By the end of the 2020-2021, Merlo will have maintained its suspension rate to 1.0 students and zero students expelled.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By the end of the 2020-2021 school year, Merlo will reduce chronic truancy by 3%. By the end of the 2020-2021 school year, Merlo will increase school wide attendance by 3%.

## Identified Need

Suspension –

Current Dashboard Data:

Suspensions:

Blue: 1.0 students suspended at least once (decline of 4.7%)

2018-2019: Suspensions: 5.7

2017-2018: Suspensions: 10.50

Expulsion: 0

Attendance/Chronic Truancy –

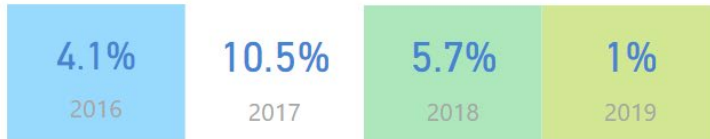
Chronic Truant Students:

2018-2019: 15% of students

2017-2018: 17% of students

# Suspension Rate

All Students  
percent of unduplicated suspension

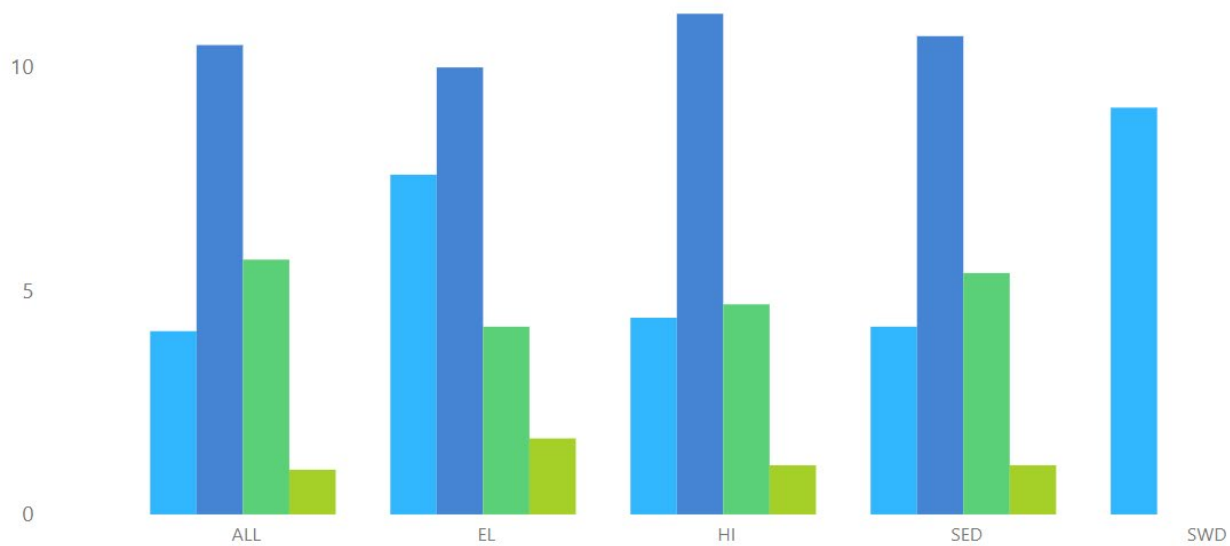


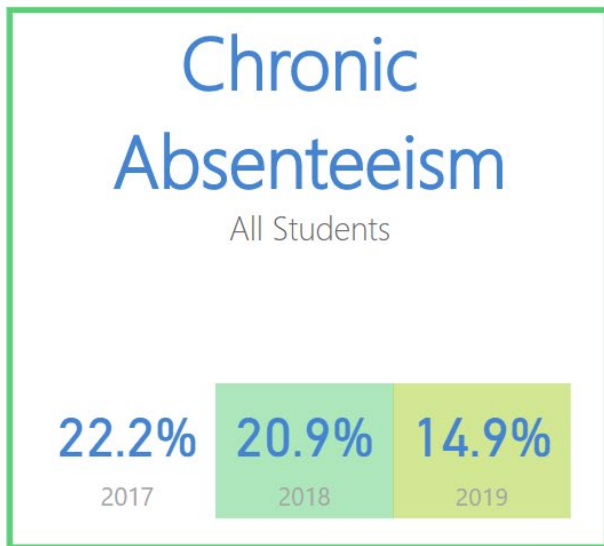
# Expulsion

All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available

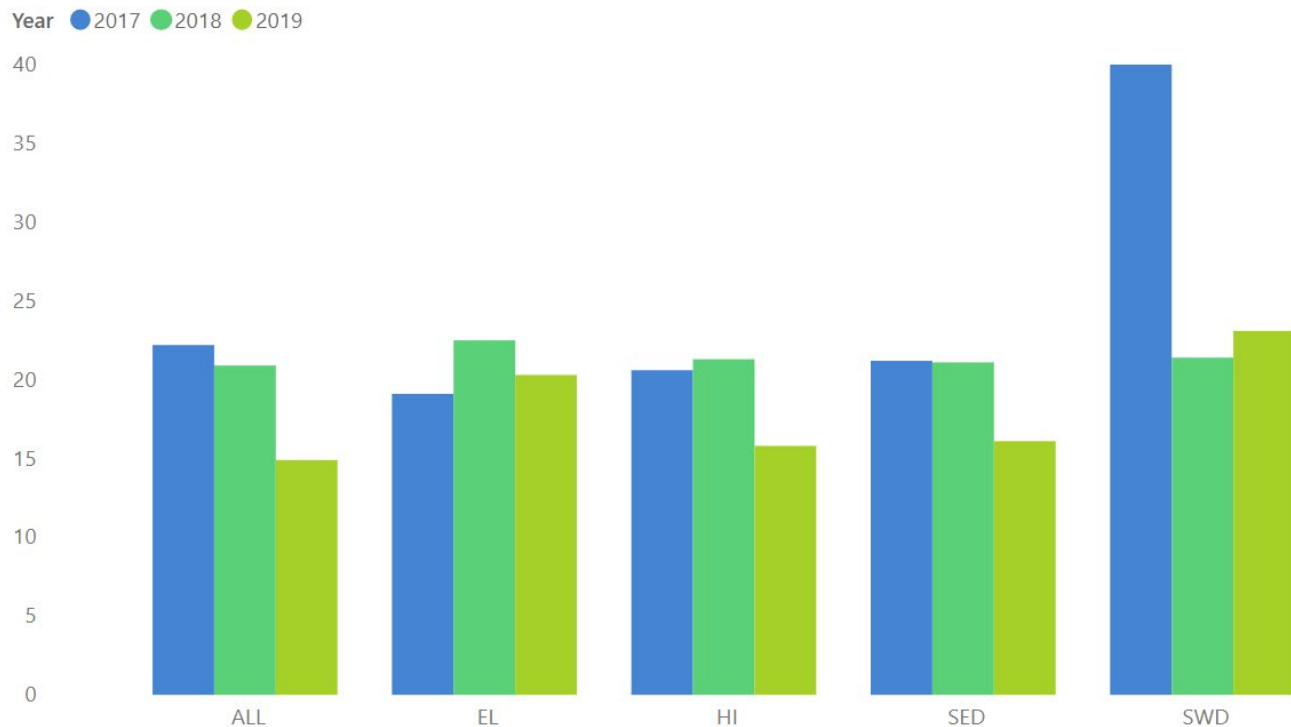
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year





**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	1%	0%
Chronic Absenteeism (All Students)	14.9%	11.9%

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Through Merlo's MTSS system, students will be provided with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities.

#### Tier I Academic Interventions: Core (80% of Students)

Instruction that happens in the regular classroom

Research-based instruction and curriculum emphasizing essential learnings

Differentiated instruction, flexible grouping, enrichment

Formative assessments, common assessments

Universal screenings

Screening data will suggest areas of strength and areas needing attention in the core curriculum

#### Tier II: Targeted (5-10% of students)

Students will be referred to the counselor by a teacher or staff members using designated referral form.

Small group interventions

In addition to regular classroom instruction

Based on universal screening data

#### Tier III: Intensive (1-5%)

Students will be referred to the school counselor by teacher or staff members using designated referral forms.

Students will be placed on "academic probation" and will attend weekly tutoring sessions to receive individual or small group interventions.

On site professional development will provide teachers with an opportunity to receive additional training that reinforces adopted instructional practices. Ongoing professional development allows for monitoring of site-adopted strategies and facilitates the PLC process which enables teachers to collaborate with colleagues on the implementation of strategies.

Through the PLC process, teachers will identify students with common instructional gaps in meeting Essential Outcomes and facilitate in class interventions that targets the identified areas for additional instruction and mastery.

In addition to academic interventions, social-emotional/behavioral needs are addressed through MTSS.

Tier I students will be referred to the school counselor by a staff member or teacher. Counselor will review student data in reference to discipline, grades, attendance and SPED Services. The school counselor will meet with students and provide guidance in areas of concern. Documentation will be kept for these meetings.

Tier II and Tier III students are referred to the Merlo CARE Team by the school counselor after Tier I interventions have been exhausted by all parties. A student may also be referred to the Merlo CARE Team by a teacher or staff member. Once a referral has been generated for the Merlo CARE Team, the school counselor will provide the Merlo CARE Team with a profile of the student which will include grades, attendance and discipline record. The school counselor will present this information to the Merlo CARE Team. CARE Team will discuss and decide on appropriate interventions for students based on information that is shared. Tier II and Tier III interventions may include access to school site Mental Health Clinician or a referral to an outside agency. The CARE Team will review the student profile once a month until either the school counselor, Mental Health Clinician or outside agency states that interventions are no longer needed. Students may also be referred to the school site Healing Center for group or individual support.

### Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

\$ Amount(s)	Object Code	Description

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

The Leadership and PLUS programs support initiatives to increase attendance. The ASB/Leadership classes promote a positive school culture and climate through the use of lunch time events, activities and sporting events that celebrate school spirit, attendance, and engagement. Students identified as having attendance concerns are invited to participate in PLUS forums to discuss barriers to attendance and potential solutions. Students are able to take ownership of their discussions and actively engage in the collaborative experience offered by PLUS forums. Additionally, students are able to highlight some of the concerns they have and provide feedback through the PLUS survey regarding their connectedness to the staff and campus at large.

The Plus team will coordinate school wide surveys in order to identify student areas of concern. The Plus Advisor will report and share survey data with school staff. Staff will use data as part of the referral and intervention process. The Plus team will also facilitate quarterly forums for each grade level and provide students with an opportunity to share out and express areas of concern.

### Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

\$ Amount(s)	Object Code	Description

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Students who are academically successful will be recognized during the “Monthly Academic and Attendance” Celebration assembly held during lunch. These students will also be granted access to either off campus lunch passes or to the MIC (Merlo Incentive Room) during lunch

30 of students who qualify for off campus lunch pass, 30 of students who qualify to use the MIC room during lunch

#### Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

## Annual Review – Goal 2

### PSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### 2018-2019 (Year 2)

##### Implementation

- 1a. No universal behavior, emotional or social support system was implemented
- 1b. Academic data cycle was implemented schoolwide but was not successful in all departments. The foundation of the model was implemented in the first quarter of the year. Some departments made further progress than others on common assessments, lesson planning, data analysis and in class interventions. All departments need further refinement in this process.
- 1c. Teachers were provided with onsite PD focused on the academic data cycle. Additional support, training and follow through is still needed.
- 1d. Leadership continued to be the only source for school climate activities. PLUS is part of the master schedule, but has yet to take an active role in: (A) school wide-surveys (B) positive school climate activities (forums)
- 1e. Monthly “Academic and Attendance” celebrations were implemented to recognize student academic achievement and attendance.
- 1f. The Merlo “MIC” (Merlo Incentive Center) was created to provide students with an area on campus that they can use to hang out during lunch. Students have access to video games, ping-pong, board games and music during lunch time. Students are granted access to this room for (A) academic achievement (B) Attendance Improvement (C) Demonstrating positive behavior as recognized by a staff member or teacher
- 1g. Students were granted off campus lunch passes. Lunch passes were provided to students with a 2.0 in grades 11th-12th. Students were removed from off campus lunch for poor attendance, behavior, or grades.

##### Effectiveness (Year 2)

- 1.a. Staff became aware that a clear universal behavior, emotional or social support system was needed in order to address the social, emotional and behavior needs of the students.
- 1b. More work is needed in implementing the academic data cycle and in class interventions.
- 1c. Continued PD is needed to address questions related to the academic data cycle and structure of in class interventions.



1d. The PLUS class, coordinator and the school counselor need to take a more active role in building a positive school climate. No forums were completed during the school year. Only one cycle of School Climate surveys were completed with only 50% of the student body participating.

1e. Monthly “Academic and Attendance” celebrations were successful in recognizing student achievement in both academic and attendance. However, the same group of students were typically recognized in both areas.

1f. The MIC room was very successful, but the same students were granted access to this room every month.

1g. Those students who were granted access to “off campus” passes were small. Those students who qualified for this incentive did not take full advantage of it because of (A) lack of transportation (B) 30-minute time frame (C) Lack of nearby restaurants to get food from.

### **2019-2020 (Year 3):**

1a. A universal behavior support system that includes teaching school wide behavioral expectations, social-emotional learning skills, recognition systems and proactive and or restorative discipline policies was developed and implemented at the end of the 1st quarter of the school year.

1b. A referral form for (A) Academic (B) Behavior (C) Mental concerns was created and implemented.

1c. A Leadership team was created (Merlo CARE Team) to monitor the academic, behavior and social/emotional concerns expressed via the newly adopted referral form.

1d. Part-time Mental Health Clinician was added to the staff.

1e. Social/Emotional counselors were provided by an outside resource. These volunteers were available to students via referral from school counselor, staff member or teacher.

1f. The Merlo Healing Center was created to provide a location for students to receive assistance/guidance related to social/emotional/behavior. This center became a part of the newly adopted MTSS system and was identified as Tier II

1g. Students were provided with regular indicators of student academic progress. This was done through student planners or weekly progress reports. Teachers also continued to work on implementing the academic cycle and in class interventions

1h. Continue to provide onsite PD to staff that focused on the academic cycle and in class interventions. Two part time instructional coaches were added to the staff and provided assistance to the process in ELA and Math.

1i. Leadership continued to be the only source for school climate activities. PLUS is part of the master schedule, but has yet to take an active role in: (A) school wide-surveys (B) positive school climate activities (forums)

1j. Monthly “Academic and Attendance” celebrations continued.

1k. Merlo “MIC” (Merlo Incentive Room) continued to be part of the school campus

### **Effectiveness (Year 3)**

- 1a. Newly adopted MTSS system was successful in providing a defined structure for administrator, staff and teachers. This system will need to be continuously reviewed and updated.
- 1b. Referral form utilized for (A) Academic (B) Behavior (C) Mental Health concerns was not utilized as effectively as it should have been. Teachers or staff usually just emailed the school counselor expressing concerns related to a student instead of providing written documentation via the referral form. PD will need to be provided for all staff and teachers in this process and referrals.
- 1c. CARE Team met every month beginning in the 2nd quarter. This team discussed the social, emotional and behavior concerns of students identified either via the school referrals or by the school counselor. Targeted interventions were identified for each student as well as designated follow-up time.
- 1d. Having a part time Mental Health Clinician on campus every week was extremely important for our students. By the beginning of the 2nd quarter, a handful of students were meeting with this clinician on a weekly basis. The clinician also became a member of the Merlo CARE Team and was able to provide the team members with insight into how to better meet the needs of the students.
- 1e. The counselors provided were ineffective and created disorder on the campus. These individuals did not follow designated protocol or follow-up with students.
- 1f. The concept of the Merlo Healing Center was effective. A number of students took advantage of the resources provided at this location. But as mentioned in item 1e, the off campus adults that were helping run the center were not effective.
- 1g. Providing students with monthly grade checks via student planners was very successful. This process engaged students in their academic success in each class and provided insight for parents in terms of their student's academic achievement. This also helped staff to maintain the promise of providing immediate feedback to students.
- 1h. Teachers were more successful in implementing the academic cycle and in class interventions, especially in the ELA and Math departments. Providing teachers with common preps and having instructional coaches for these two departments contributed to this success. Additional PD and collaborative opportunities and follow through is still needed in other core and elective courses.
- 1i. The PLUS class, coordinator and the school counselor need to take a more active role in building a positive school climate. No forums were completed during the school year. No school climate surveys were completed this school year.
- 1j. Monthly celebrations did not occur as much as last year.
- 1k. Merlo MIC (Merlo Incentive Room) was not widely used as last year

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

## **2018-2019 (Year 2)**

### **Material Changes**

It was determined that more needs to be done in order to address the social, emotional and behavioral needs of the students. A defined MTSS plan needs to be developed.

PLUS needs to take a more active role on campus. School climate surveys and forums need to be conducted and utilized on a regular basis. PLUS advisor and school counselor will need to participate in additional training related to these areas.

### **2019-2020 (Year 3)**

#### **Material Changes**

Suspension rates have decreased. School culture and student connection to the campus has increased. A Motivational speaker and books were provided to students and staff that addressed the motivation and resiliency of students on campus.

Continue to provide teachers with PD related to MTSS and academic data cycle. Provide Social Science, Science and elective courses common preps or collaboration time via pull out days to develop lessons, assessments and review data as part of the academic data cycle.

Merlo Healing Center was closed prior to spring break. It was determined that counselors provided by outside resources were ineffective and created more challenges than was necessary for staff, teachers and students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

### **2018-2019 (Year 2):**

#### **Future Changes**

Continue to provide administration, staff and teachers PD related to the academic data cycle and MTSS

It was determined that more needs to be done in order to address the social, emotional and behavioral needs of the students. A defined MTSS plan needs to be developed.

PLUS needs to take a more active role on campus. School climate surveys and forums need to be conducted and utilized on a regular basis. PLUS advisor and school counselor will need to participate in additional training related to these areas.

More areas of “improvement” need to be added so that additional students can be added to the list of those being recognized. Also, the structure needs to be improved. Conducting this assembly during the lunch period took away time for both students and staff. Increasing the areas of student improvement that is recognized will also provide more students access to the Merlo MIC Room.

Provide students who have shown improvement in academic, attendance and behavior other incentives besides MIC room and off campus lunch passes

### **2019-2020 (Year 3):**

#### **Future Changes**

Continue to build on the current MTSS plan referral system and monitor student social, emotional and behavior progress via the CARE Team. Provide staff with focused PD on these areas.

Increase the number of “recognition” areas for students so that more of the student body can be acknowledged for showing improvement

PLUS needs to take a more active role on campus. School climate surveys and forums need to be conducted and utilized on a regular basis. PLUS advisor and school counselor will need to participate in additional training related to these areas.

Create a plan to bring back the Merlo Healing Center

## Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, increase participation by 10% at Parent Night and other events to create meaningful partnerships with stakeholders. By June 2021, establish 2 new opportunities for stakeholders to be engaged with the school community.

By June 2021, identify two new opportunities for student internships within the community.

## Identified Need

### Meaningful Partnerships:

Parent Involvement: Currently, Merlo offers the following opportunities for parent involvement: Back to School Night, Open House, Coffee Hour, ELAC and School Site Council. We have roughly 30 parents attend Back to School Night in the fall, 30 parents attend the Open House in both the Winter and Spring, 10-15 parents participate in the monthly Coffee Hours and 1-2 parents participate as members of School Site Council and ELAC.

Community involvement via internships: In 2018-2019 Merlo had 6 students participate in an internship via PG & E. For 2019-2020, 0 students participated in this internship or other internships.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Event Sign-in Sheets	30	50

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Maintain, and expand on the amount and scope of parent participation and engagement to ensure that parents have a voice and are informed of school policy, A-G, college funding resources, student academic achievement, student behavior, school programs and district goals.

Parent engagement events are available throughout the school year to communicate information that will support students in achieving success. These events include monthly “Coffee Hour” with the principal, counselor and other staff members. The monthly “Coffee Hour” is held in both the morning and the evening in order to encourage parent participation. Parents are also encouraged to attend a Title I Parent Meeting which is held during Back to School Night, Winter and Spring Open House, ELAC meetings and serve on the School Site Council.

Parent Meeting: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents. It is our goal to provide our parents with learning opportunities similar in fashion to those that are also provided for our students.

Books: Books will be utilized to provide parents with current strategies around positive parenting strategies and ELA and math strategies to support their children at home. Parents will utilize the books to gain an understanding and learn positive skills. These skills will transfer to the parents ability to help their children at home and provide a positive environment that is conducive to learning.

Cost: \$1,034

Non-Instructional Materials: Materials for parent and student involvement activities such as Literacy Night, Science and STEM Night and College Informational Night. These materials are essential to providing hands-on activities for our families to learn together and to build a community that is focused on learning.

50-70 of parents attending Back to School Night. 30 parents attending monthly coffee hours, 50 parents attending Winter Open House, 20-30# of parents attending Spring Open House, 3 Parents serving on School Site Council, 3 parents serving on ELAC.



**Proposed Expenditures for this Strategy/Activity 1**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Fund Source - Title I:**

\$ Amount(s)	Object Code	Description
\$1,034	43400	Parent Meeting

**Fund Source – LCFF:**

\$ Amount(s)	Object Code	Description

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Increase communication to parents about school activities, student grades, assignments, programs, activities, events, and informational meetings. Variety of and frequency of communication types to parents including school messenger calls, website, flyers, marketing, video, marquee, and monthly newsletters

Parents routinely receive communications through Blackboard that advise of upcoming activities. These communications enable the school to send targeted information (based on grade level, tiered GPAs for school activities, events, and informational meetings.) and information to parents of the entire student body. The school website and marquee are regularly updated to reflect activities that occur on campus and opportunities available in the evenings for parents to attend.

ParentVue access is available to all parents and students for the purpose of live grade monitoring. Additionally, parents can communicate with their student's teachers via district email or Google Classroom and request homework in the event of an absence.

Develop and administer a series of mandatory surveys for both students and parents in order to obtain greater understanding of student and parent needs and perceptions

### Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

School site will hire a full time Community Assistant to serve in a liaison capacity between school and community to secure parent involvement and share information related to school programs and events. In the event of budget constraints this strategy will be reevaluated.

#### Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$50,000	29101	Community Assistant

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Build relationships with local businesses in order to provide internships and on-site job training for students in the CTE pathways.

8-15 of students participating in PGE /internships and on-site job training sessions

### Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

#### Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

## Annual Review – Goal 3

### PSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### 2018-2019 (Year 2):

##### Implementation

##### Parent Engagement

Parent Engagement events were hosted by the school to communicate academic issues. These events included the following:

Back to School Night

Winter and Spring Open House

Parents were also invited to additional events on campus, including a celebration of student achievement, meetings to address attendance and academic concerns such as the monthly Coffee Hour; and invitations to participate on ELPAC and SSC.

Communication with parents was completed through regular communications via Blackboard. Communications were sent out in regards to events and school activities. Student planners were also used as a way to communicate with parents, especially at the end of the month when student grade checks were completed. Flyers were also sent home as a way to communicate with parents. School website and marquee were regularly updated and used as forms of communication with parents and the community.

##### Meaningful Partnerships

6 students participated in an internship via PG&E. Students were also provided with opportunities to volunteer through Second Harvest which used students 9-12 to assist during their monthly food distribution.

##### Effectiveness

Roughly, only between 20-30 parents total for all grade levels showed up for Back to School Night. The same can be said for the Winter and Spring Open Houses. Only about 10 parents showed up throughout the year for the monthly coffee hours. Getting parents to serve on SSC and ELPAC was a struggle. Parents would volunteer, but then would fail to show up for scheduled meetings. Forcing the meetings to be rescheduled or decisions to be made without parent input. Parent surveys were only utilized during the 1st semester and no data was gathered at the end of the school year.

Flyers that were sent home did not always reach parents. Calls home did not always reach parents. Marquee was not always updated with information. Website was not routinely updated.

Not all grade levels were able to participate in the food distribution sponsored by Second Harvest because of the timing of the event. Students who wanted to participate were unable to do so because of the classes that they were in. There was also little interest in the lower grades to sign-up and participate in the PG&E internship.

## **2019-2020 (Year 3)**

### **Implementation**

#### **Parent Participation**

The same events continued to be offered as the prior year. Events scheduled for the spring geared towards parent participation did not occur due to the school closures. Communication prior to school closures remained the same. As a result of the school closures, communication with parents was done via phone calls home. Classified staff made calls to parents once a week in order to inform them of their student attendance during Distance Learning classes. The website was also updated weekly with information related to district informational events and school events. Parents were also invited to attend weekly “office hours” via Zoom with school staff and the administrator.

#### **Meaningful Partnerships**

No internship opportunities were offered. Students were provided the opportunity to participate in the Second Harvest food distribution during the 1st semester.

### **Effectiveness**

#### **Parent Participation**

Effectiveness of these events were also similar to that of the previous year. Communication with parents during the time of school closures was difficult. Only about 50% of parents were reached during this time. 2-5 parents participated in the weekly “office hours”.

#### **Meaningful Partnerships**

Students for all grade levels were able to participate in the food distribution sponsored by Second Harvest. No internships opportunities were offered this school year

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

## **2018-2019 (Year 2)**

### **Material Changes**

Parent engagement has slightly increased. Students are looking for opportunities to participate and give back to the community. Internship opportunities were actively sought after.

### **2019-2020 (Year 3)**

#### **Material Changes**

Parent engagement continues to see a slight increase. However, school closures and distance learning has resulted in a decrease in communication during the 2nd semester. During the 1st semester, students sought to be involved in outside opportunities despite no internships being offered.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

### **2018-2019 (Year 2)**

#### **Future Changes**

Improve communication with parents and offer more opportunities for them to be involved in. Administer surveys at the end of each semester in order to identify concerns and needs.

Coordinate with Work Experience coordinator to identify possible community connections or internship opportunities.

### **2019-2020 (Year 3)**

#### **Future Changes**

Changes will be the same as Year 2. In addition, Merlo will seek to add a full time Community Assistant to the staff.



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$52,887
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$113,687

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$52,887

Subtotal of additional federal funds included for this school: \$52,887

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$60,800

Subtotal of state or local funds included for this school: \$60,800

Total of federal, state, and/or local funds for this school: \$113,687

## Budget Spreadsheet Overview – Title I

**MERLO****Preliminary Budget Allocation - TITLE I****FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 51,853
TOTAL BUDGET DISTRIBUTED BELOW	\$ 51,853
TO BE BUDGETED (Should be \$0.)	0

50647 TOTAL ALLOCATION	\$ 1,034
TOTAL BUDGET DISTRIBUTED BELOW	\$ 1,034
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT  LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT  ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT  NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS  NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 5,997					\$ 5,997
11700	Teacher Substitute		\$ 7,500					\$ 7,500
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist							\$ -
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 13,497	\$ -	\$ -	\$ -	\$ -	\$ 13,497
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials		\$ 4,500					\$ 4,500
43200	Non-Instructional Materials		\$ -				\$ 1,034	\$ 1,034
43400	Parent Meeting							\$ -
44000	Equipment		\$ 12,000					\$ 12,000
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 16,500	\$ -	\$ -	\$ -	\$ 1,034	\$ 17,534
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans		\$ 5,000					\$ 5,000
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 3,997					\$ 3,997
56530	Equipment Repair							\$ -
52150	Conference		\$ 7,859					\$ 7,859
58450	License Agreement							\$ -
58720	Field Trip-Non-District Trans		\$ 5,000					\$ 5,000
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 21,856	\$ -	\$ -	\$ -	\$ -	\$ 21,856
GRAND TOTAL			\$ 51,853	\$ -	\$ -	\$ -	\$ 1,034	

# Budget Spreadsheet Overview – LCFF

**MERLO**

## Preliminary Budget Allocation - LCFF FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 60,800
TOTAL BUDGET DISTRIBUTED BELOW	\$ 60,800
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030 GOAL #1	23020 GOAL #1	23034 GOAL #2	23035 GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp						\$ -
11700	Teacher Substitute						\$ -
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist						\$ -
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk						\$ -
29101	Community Assistant	1.0000				\$ 50,000	\$ 50,000
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ -	\$ -	\$ -	\$ 50,000	\$ 50,000
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 2,500	\$ 2,500			\$ 5,000
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting			\$ 800			\$ 800
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 2,500	\$ 3,300	\$ -	\$ -	\$ 5,800
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans		\$ 2,500				\$ 2,500
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference						\$ -
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans		\$ 2,500				\$ 2,500
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
GRAND TOTAL			\$ 7,500	\$ 3,300	\$ -	\$ 50,000	\$ 60,800